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THE LIBRARY JOURNAL

VOL. 53 AUGUST, 1928 NO. 14

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THE CLASSIFIER IN A LARGE LIBRARY
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DOCTORAL DISSERTATIONS IN UNIVERSITY LIBRARIES
Henry O. Severance

INSTRUCTION IN AGRICULTURAL LIBRARY WORK
Lucy E. Fay

L. C. CARDS IN SMALL LIBRARIES
Hazel B. Warren

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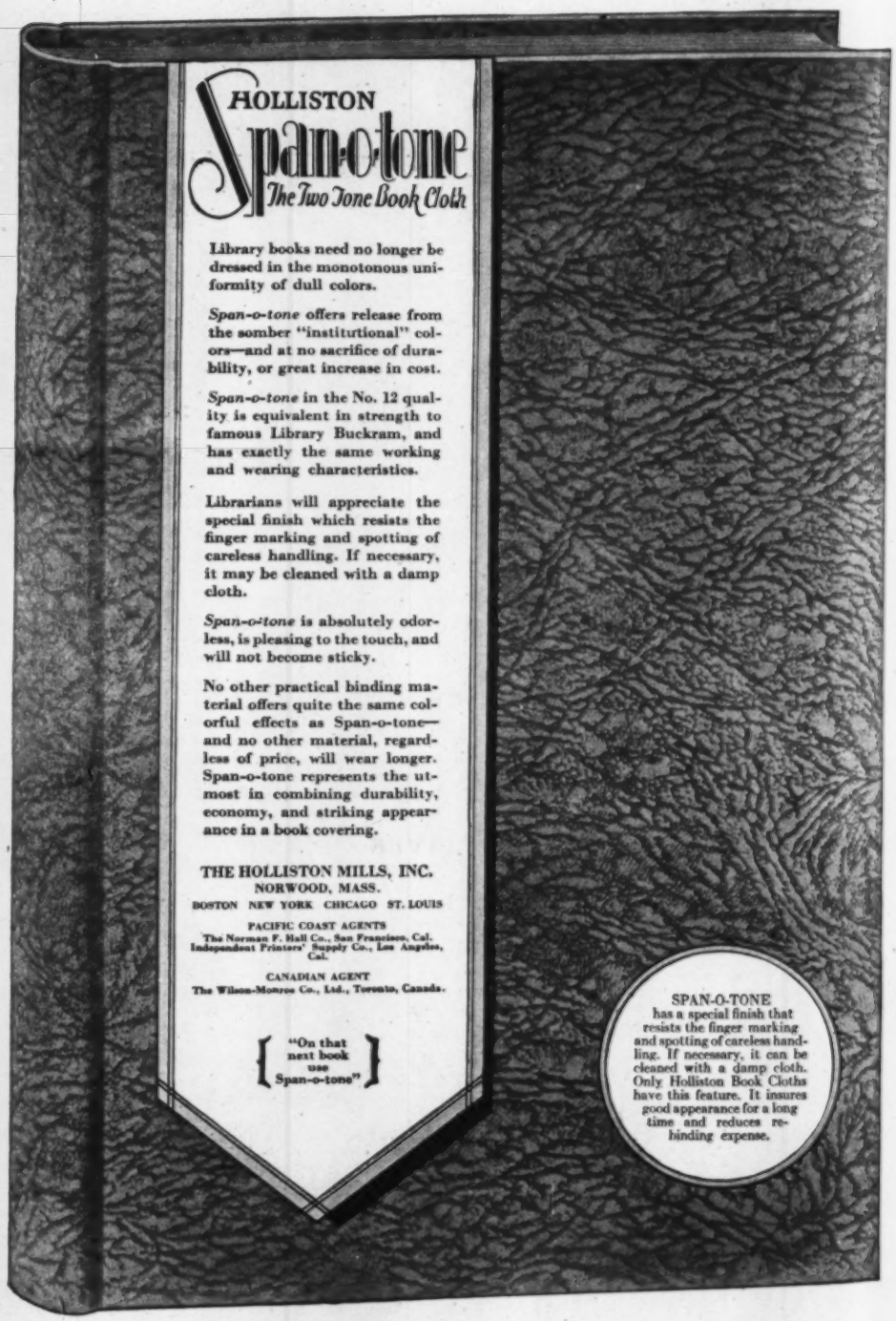
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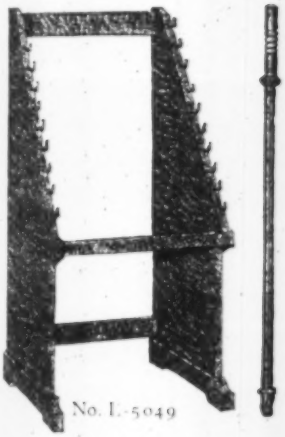

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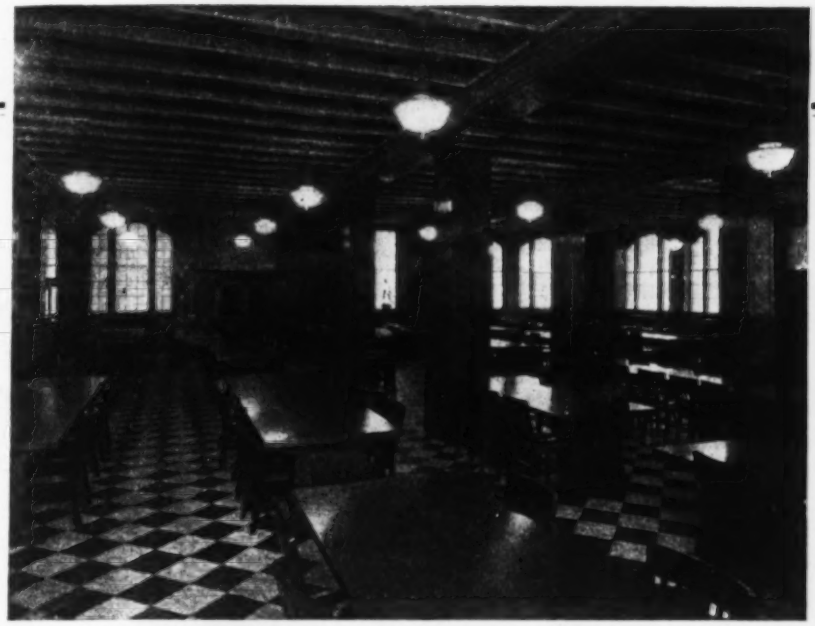

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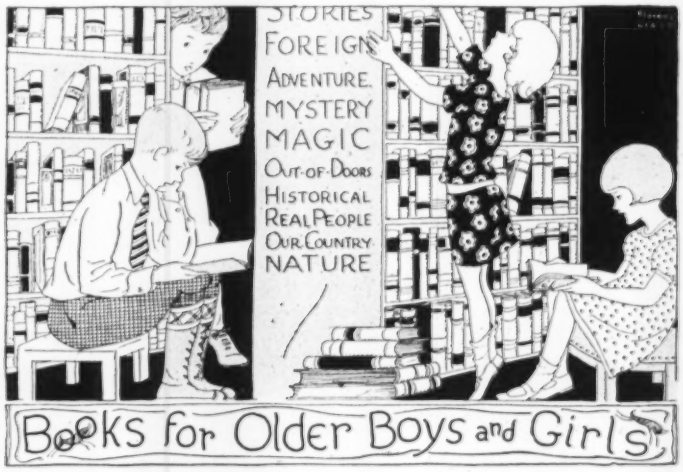

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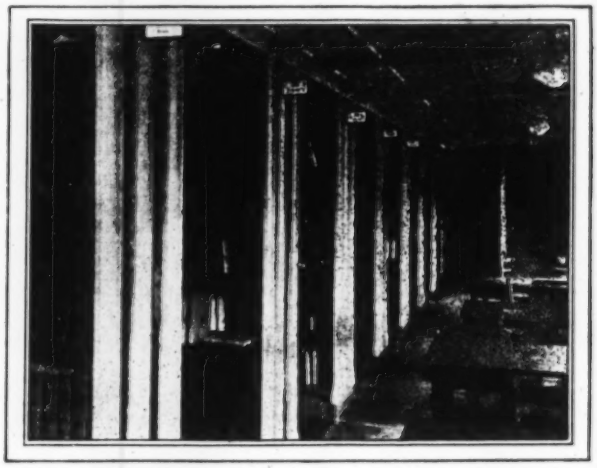

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LIBRARY SERVICE AND UNIVERSITY EXTENSION

BY R. E. CAVANAUGH

Director of the University of Indiana Extension Division

An old school teacher friend of mine once said he had three rules, and only three, governing his pedagogy. These were: "First I tell the class what I am going to tell 'em; second, I tell 'em; third, I tell 'em what I've told 'em." I propose to follow his method in presenting this discussion.

Proceeding after this fashion, I desire to say: first, adult education is necessary; second, it is feasible; and third, it is the business of institutions such as universities and libraries to participate in its development. Both these institutions are dedicated to public service. Neither is operated for profit. They should work together in the common cause of education.

First, adult education is necessary. This is true because our own formal training thru childhood, youth, and adolescence will always fail to touch many important things that we shall find useful and absolutely necessary later in life. Furthermore, much of our training thru these earlier years, even if it does lead directly to the skills and knowledge that later are of such value, fails to be effective for reasons that are obvious to all. Chief among these reasons is, of course, the fact that in childhood and in youth we fail to recognize the importance of much of the work we are asked to do in the course of our formal training.

I know of no better way of pointing out the inadequacy of our preparation than by quoting what seems to me to be a wonderful passage in the foreword to a book entitled, *Principles of Education*, by Chapman and Counts. This foreword runs as follows: "Greeting his pupils, the teacher asked, 'What would you learn of me?' and the reply came 'How to care for our bodies? How shall we rear our children? How shall we work together? How shall we live with our fellowmen? How shall we play? For what end shall we live?' And the teacher pondered these words, and sorrow was in his heart for his own learning touched not these things."

LIBRARY AND UNIVERSITY CO-OPERATION

Dean W. S. Gray of the College of Education of the University of Chicago, speaking at the conference of the American Association for Adult Education two weeks ago at Philadelphia, was quoted as saying that America is rapidly becoming a newspaper reading nation. According to Dean Gray newspapers take first place, magazines second place, and books third place in the American home today. Perhaps books rate as high as third because there is no other classified contender to bid for popularity with the reading public.

I do not doubt that Dean Gray's statement is correct. Undoubtedly the American people are reading more and more from year to year. The only question involved is what are the people reading. There are a number of agencies that try to direct the reader. The commercial correspondence school appeals to those who would better their financial situation, while book-of-the-month clubs, literary guilds, and fifteen-minutes-a-day programs intrigue the yearner after intellectual poise and assurance. More earnest seekers after intellectual satisfactions, whether for advancement or culture, look to the libraries and to the universities. To meet these needs we must find the way to a fuller co-operation between these agencies than has yet been developed.

The whole question of a reading public is closely related to the problem of adult education which is today receiving a great deal of attention by educators. We are recognizing the

fact that there is no more important education than education for adults. Edwin E. Slosson, editor of Science Service, is responsible for the story of the little negro boy who, when he had been denounced by his playmates and bitterly called by all the names and invectives that could be mustered, thought for a moment for some sort of retaliation and, finally in despair of equalling their efforts, shrieked in reply, "Now ever' last one of them things you is callin' me you is youself." So also with adult education. It is as broad as all the courses of study for younger people; it is all the different types of education. Everywhere, men and women wish to study, some for professional and business advancement, some for personal satisfaction and general culture, for not always are their efforts for the sake of dollars and cents.

That our own learning touched not these things is due perhaps to a great degree to the fact that the curricula of schools in the past have not given due attention to this sort of training. However, it is due even more to the fact that in childhood and youth teaching along these lines will largely fail of the most effective results because children and youth are not impressed with learning that does not apply rather closely to their everyday lives.

This brief discussion indicates in a general way the necessity for adult education. I am sure that every adult can enlarge upon this idea and recall from his own experiences other reasons justifying the assertion.

The second assertion that I have made concerning adult education states that it is possible. We used to have impressed upon us the theory that youth is the time to learn. I think that this adage was so emphasized by our elders thru childhood and youth that somehow we gained the impression that learning was possible only in the period of youth. Nothing could be farther from the truth. Of course no one will dispute that youth is a good time to learn. The reason for this obviously is that it is an inexpensive time to learn. In childhood and youth we are not necessarily bread winners, nor in the main are we wage earners. This is one of the reasons why we emphasize the work of our public schools. These schools occupy the time of more than twenty millions of our boys and girls who, during this period, are under the guidance of nearly three quarters of a million teachers. This work should go on. It should be given greater support from year to year. It is the duty of adult citizenship to provide the most efficient possible machinery of education to utilize the hours of childhood and youth to the best advantages.

But adults also can learn. You are aware, I am sure, that careful and scientific experimentation prove that mature men and women can learn efficiently. A number of studies along this line have been made in the laboratories of schools of education and psychology. Among these perhaps the most thoro is that of Professor Thorndike of Columbia University. His experiments in the main have had to do with achievement of groups of people of different ages in two chief lines of effort. These were development of motor skill and the mastery of Esperanto, a highly organized study. There is not sufficient time to discuss this experiment in detail, but the results are interesting. Dr. Thorndike and the graduate students working on this problem found that, in both phases of the work, adults far surpassed younger students, including the adolescents. We who are no longer youthful are, of course, grateful for this discovery. There is, however, another aspect of the results that may not be so welcome to some of us. The experiment shows that the golden age of learning seems to be between the years twenty and twenty-five, with a slight decline in ability from the age of twenty-five down to that of forty-five, which was the upper limit of ages considered in the experiment. Of course we can seek some consolation always from the fact that these findings are the results determined by calculating averages. If we are young enough to be listed among those whose group fails to learn rapidly, we have a right to assume that we can be exceptions to the rule. If we belong to the groups too old to make the greatest progress, we can assume that we are exceptions. We are willing to admit that without the suggestion.

There is still another phase of the problem related to these investigations that may and often does aid the cause of the adult learning. These experiments, as you may readily see, were tests chiefly of sheer ability to learn in the fields of motor skill and intellectual mastery. These experiments did not make provision for the influence of background and experience, the importance of which cannot be overlooked by any student of the problem. When these influences are taken into account, there is reason to believe that the actual progress of adult students in many fields of learning is relatively even much better. It would be folly to claim that adults learn more satisfactorily because of greater sheer intellectual ability. On the other hand, there is reason to believe that the zenith of intellectual strength is reached early in life. This superiority must be attributed to other reasons. Chief among these reasons is motive. The adult has a reason that urges him to attempt learning. His ambition to accomplish something becomes a driving power that carries him over bits of drudgery and the customary difficulties that discourage the younger and less resolute person.

Another reason for his superiority is found in his ability to pick his subject matter for his own purpose with better discrimination than that exercised by the youth or adolescent.

And now my third assertion. It is the business of libraries and universities to co-operate in the development of a progressive adult education program. A university undoubtedly has three great functions to perform. It must teach the young men and young women who come to its campus for instruction; it must engage in research; and it must disseminate to its constituency everywhere some of the values accruing from its work in residence. It is with this third function that the University Extension movement has to do. It is with this function that the University thru its extension division and the library should be concerned in a co-operative enterprise.

As chairman of the National University Extension Association committee on library co-operation, I have been concerned, during the past three years, with the problem of discovering practical methods of co-operation and of disseminating information concerning such methods in order that university extension divisions and libraries everywhere may make greater use of them.

In order to check on the extent of actual co-operation practiced between university extension divisions and libraries, in January 1926 I addressed a letter to extension directors of all the forty universities belonging to the National Association. The questions in this letter were:

1. Do you follow any system of regularly notifying local libraries of the enrollment of a student either in class or correspondence study, within their areas, and suggesting that the library notify the student that certain reference material is available on the work which he is doing?

2. Do you regularly write the student that your extension division has notified the local library of his enrollment and that he may perhaps expect assistance from the library?

3. Do you have some other plan for such co-operation that has proved helpful?

Replies were received from thirty-two universities. Of these, seventeen stated that some definite plan of co-operation with public libraries, either state or local, or with library commissions, was regularly followed. It is significant, however, that only three states followed the policy of notifying libraries of the enrollment of students and also of sending a special notice to the students advising them of the importance of their getting in touch with the libraries. In these three states this plan seems to be working satisfactorily. Nevertheless, it is exceedingly significant that all the seventeen universities reported a definite plan of co-operation. No better explanation of these plans can be presented than to quote from a few representative ones:

Division of University Extension in Massachusetts: "Lecture halls in the libraries are put at the disposal of the Division for meeting places for extension classes. The librarians willingly see to the distribution of descriptive pamphlets announcing class and correspondence courses. The agents of the Division, in establishing classes in the various centers, go to the librarians to secure from them lists of representative citizens of the community who will be instrumental in reaching the people interested in taking extension courses.

"Every effort is made by the libraries to have available the books likely to be used by the members of any special University Extension class. For example, on the days that the French classes meet at the Boston Public Library, a special 'French library' is open in a room adjacent to the lecture hall where the class members may secure books written in French for longer loan periods than those allowed under the general library rules.

"The co-operation of the libraries in the smaller centers of that state is just as cordial. An instance of it was shown at a music appreciation class that was organized recently in a very small Massachusetts town. When the instructor arrived at the class she was handed a list of the music books contained in the public library, with a note from the librarian stating that any additional books recommended would be considered for purchase by the library at the next meeting of the trustees."

The University of Wisconsin reported: "We have on file in our office letters from most of the libraries in the state and know just how to work with the public library to the development of the library as well as to the interest of the student and the University Extension Division. It is not possible in Wisconsin to have any definite rule to follow since the public libraries vary from no appropriation to appropriations of several thousand dollars; from a library open Saturday evening to a library open normal working hours. It is our problem to know the library situation and to connect the student with the public library whenever it is feasible. We must not add unnecessary burdens to the already heavy load of the librarian in the very small town.

"We have a number of public libraries in the state which are advised of the registration of students and of the organization of classes. The student receives in the printed leaflet sent to him when he registers, specific advice to use the public library facilities in every possible way. The instructors again in their first letter em-

phasize this fact. It would be wasted energy in Wisconsin, however, to notify the public library in every community, however small, of the registration of students."

Indiana University: "The co-operation of librarians and extension workers is quite general in Indiana. This co-operation has been particularly helpful in correspondence study and in class extension work. For example, librarians are notified of the enrollment of correspondence study students in their vicinities and the students are urged to go to the libraries for assistance. In all communities where classes are organized the libraries help with references and also serve as distributing centers for books supplied by the university. Libraries also furnish class rooms for the extension classes. In Indianapolis, Fort Wayne, Gary, and Evansville, and in other large centers, the libraries emphasize competent and interested service as well as books as a part of this co-operative work.

"Other assistance of value, chiefly in publicity, may be listed as follows: 1. Distribution of catalogs on tables for library readers. 2. Distribution of posters, announcing the following service: (a) evening classes, (b) correspondence courses, (c) welfare activities, (d) public discussion services. 3. Distribution of blotters, with advertisements of courses on the back. (Popular and effective.) 4. Setting aside of shelves containing reference books in reference rooms, labelled 'Indiana University Extension Classes.' 5. News items in the monthly library bulletin. 6. Feature articles written by an employee of the library publicity department and printed in the local newspapers."

Mr. Charles E. Rush, city librarian, Indianapolis, believes so strongly in the co-operation with educational agencies that a special reader's advisor has been charged with the responsibility of making helpful contacts with extension students, both class and correspondence, as well as with those engaged in less formal study. When a student enrolls for a course by mail this reader's advisor is notified by the Extension Division. The student then receives a carefully prepared form letter inviting him to a conference with the reader's advisor.

"The Indiana State Library is so helpful in many ways that it is difficult to see how it accomplishes so much with its present resources. Thru local libraries all over the state it sends out reference materials to correspondence and class extension students."

University of Michigan: "It is our practice to notify the library authorities in the various centers where our credit courses are organized as to the books that we hope to use as supplementary reading material. This notification is designed to go to the librarians a few weeks before the date set for the organization of the courses. Thus far, we have had excellent co-operation in this respect. This is especially true of Detroit. Of course, in Detroit we have a very large library and a very complete equipment of books. In some of the smaller centers it is sometimes difficult to get very much material.

"Our instructors are asked to make an announcement to the classes relative to such books as may be on call in the various libraries and to give special instructions as to their use."

Perhaps it is well to turn to the replies from the universities that say no regular policy of co-operation is followed. Their comments are equally interesting and, in many cases, equally enlightening. As permission to quote these schools was not asked, I am giving only a few excerpts without naming the institutions. A few samples follow:

"In providing reference material for our correspondence students, we have not undertaken any co-operation with the local libraries. Our experience with this work shows that the majority of smaller libraries in communities over the State do not have the type of reference books which are used by the University. Even students in the larger cities of the State frequently write us that many of the latest books referred to are not available. It is possible that in some cases the libraries would be willing to co-operate by purchasing these books, but inasmuch as our courses must be revised every few years in order to remain equivalent to the residence courses, it would be an expensive project for the local libraries and would leave them in a few years with a number of books on hand which were called for only occasionally.

"Until a few years ago, we co-operated with the State Traveling Library Commission. This Commission was glad to send reference libraries for students, but they experienced the difficulty which I have just mentioned whenever our courses were revised and necessitated much change in the reference books.

"It has been our custom to arrange our correspondence courses in such fashion that the texts secured by the student should suffice for the course with very little added reference work. If outside references are available to the student we determine that fact and have the student utilize them as much as possible."

A study of the replies to this questionnaire indicates that directors of extension divisions do not know as much as they should about possible co-operative plans already found useful in some communities, and they do not do as well as they should in regard to the things that they know.

However, there is a definite evidence that progress in co-operation has been made and that greater progress is directly ahead.

That the A. L. A. is active in the cause of adult education and is ready to lend its assistance in this co-operative enterprise is self-evident. It is perhaps unnecessary to call the attention of this group of library workers to many of the publications of the A. L. A., but I should like to quote briefly from its *Bulletin* of March 1927.

"Concretely, what is the library's share in this responsibility? Obviously, its task is that of getting the right books to as many individuals as possible. But it is not so simple as that. The library cannot wait for the student to take the initiative. It must seek out the individual and put its resources at his disposal.

"The library must first of all act as a guide to adult educational institutions. Young men and women finding themselves in a blind alley in their life work or desiring to make better use of their leisure, yet not knowing where to turn for satisfaction of a desire too vague to be defined, should be able to go to a library for information and guidance. Every library should have, therefore, an accurate and complete directory of local adult educational opportunities.

"There is one characteristic common to almost all enterprises in adult education. They are loosely organized, operate on a scanty budget and are limited in equipment. They provide a teacher, a meeting place, and little else. Material for study is drawn from the teacher's knowledge, the pupil's experience—which, since he is an adult, is not inconsiderable, and such books as can be secured by good fortune. Here the library's duty and responsibility alike enter.

"The alert librarian will acquaint himself . . . with the work being given in the adult education enterprises of his city."

There is no doubt either in the minds of extension workers or workers in the field of library service that helpful co-operation is desired by both. There has already developed a proper attitude and an earnest desire to make co-operation effective. Some of the suggestions that have been worked out by this Association during the past two years have been carried out in a very definite way. Our national programs have exchanged speakers. Thus much valuable information has been exchanged between the two groups of workers. This exchange should be extended to state and other meetings. There should not only be an interchange of information as to the desirability of co-operation but as to ways and means of bringing it about. This is our real problem and contributions as to methods should be solicited from every source. It therefore seems advisable to sum up once more practices that have thus far been found helpful.

1. Libraries can and do must effectively display catalogs, posters, leaflets, and graphic university extension exhibits.

2. Libraries distribute publicity blotters, announcements of class and correspondence courses, and announcements of other phases of extension work.

3. Libraries include university extension news items in their monthly bulletins and in library feature articles in local newspapers.

4. Extension divisions include, in their announcements, references to the importance of the work of the local libraries and information in regard to it.

5. Extension divisions and libraries encourage intervisitation between extension workers and librarians.

6. Extension divisions develop the office of extension librarian to promote a plan for supplying books for extension students of all kinds.

7. An interchange of representatives of libraries and extension divisions on their national and other programs is encouraged.

8. Mutual membership relations are established between library organizations and extension divisions.

9. Extension divisions and libraries co-operate in making reference books available for extension students. This co-operation includes books and service.

In addition to the above types that apply chiefly to formal university work the libraries are very helpful to the universities in the informal activities of their extension divisions. The libraries help in the direction of club study work. They help prepare programs, provide reference material for club papers and for debate and discussion subjects. They not only make available their own resources, but they acquaint their patrons with the services offered by the university extension divisions. It is from the librarians that many people learn of university activities in extension classes, correspondence study, lectures, home reading courses, package library offerings, club study programs, drama loan service, parent-teacher helps, motion pictures, stereoptican slides, and public information service, all of which are now provided by many universities at a nominal charge.

Perhaps special mention should be made at this point of the very helpful co-operation of the libraries of Indiana with the Indiana University Extension Division in its administration of special reading courses sponsored by the State Federation of Women's Clubs. These courses, about seventy in number, have been prepared by the U. S. Bureau of Education, the American Library Association, and Indiana

University. The State Federation has stimulated interest in these courses by offering membership in an honor sorority to women who meet certain requirements, chief of which is the satisfactory completion of four of these courses. The Indiana State Library also assists efficiently in promoting this program.

These practices represent concrete examples of co-operation that have proved practicable in various parts of the country. Not all can be employed everywhere. Library reports prove that the opportunities vary greatly from state to state, from county to county, and from community to community, but this is not a valid reason for saying that libraries are too scarce, the reference books too few, or the librarians too incompetent for the accomplishment of anything. There is no surer way of paving the way for more adequate facilities in all these respects than by making use of all those at hand and asking for more. Such procedure will have its advantages both for the libraries and for the universities.

It is my belief that extension workers, along with other educators in general, have long neglected librarians. This has been true despite the fact that the library must naturally be considered the school of the future for almost all our adult population. The resulting failure of our people to form the habit of purposeful reading is but natural. It is no wonder that America is becoming chiefly a newspaper reading nation. It is well that attention has been called to the problem for librarians should be, as Mr. Frank H. Chase, reference librarian of Boston, says, the obvious centers of education for those beyond school age. They are under no sort of suspicion and the American public is in the habit of using them for all sorts of information.

The most important steps to be taken in advancing the cause of co-operation between libraries and universities are, it seems to me, these:

1. The workers in each of these fields should find out what those in the other are doing.

2. They should find out the co-operative practices that have been found helpful and work out others if they can.

3. They should make their practice square with their information by doing the things that they have learned may be accomplished. Difficulties should be brushed aside and actual co-operation accomplished even tho it may not be of great importance at first. From little beginnings greater developments usually come.

A number of the leaders in the library field have been active for some time in the cause of co-operation with educators. In addition to Mr. Rush, who has already been mentioned, others who have followed the progress of university extension are Mr. Dudgeon of Milwaukee, Mr. Roden of Chicago, Mr. Dickerson and Mr. Milam of the American Library Association, Mr. Lester of the University of Wisconsin, Mr. Bishop and Miss Thomas of the University of Michigan, and Mr. Wilson of the University of North Carolina. These are only a few of the library people who have recognized the need of a union of forces in educational effort of this kind. The work of the A. L. A. which is represented by the Reading with a Purpose movement alone is a tribute to the men and women who have recognized the need of sequential study by the American public.

But I wonder whether librarians the country over know that there are many great universities distributed from the Atlantic to the Pacific and from the Canadian border to the Rio Grande ready and anxious to give expert direction to the people who desire to read and to study. Do they know of the opportunities offered thru university credit courses and also thru home reading courses of a more popular character? Do they realize how students of these courses need the assistance of the libraries? Do they know of the various informal phases of university extension divisions?

On the other hand, do the university workers know the resources of the libraries and do they realize the importance of utilizing them? Are they aware that these resources consist not only of books and other materials, but also of the expert service of people who are both willing and anxious to assist. Do they realize that if people are ever to become purposeful readers that they must get the habit of using the libraries?

To sum up. I have told you what I was going to tell you and I have told you. I must tell you what I have told you.

1. Adult education is necessary. It is of supreme importance, especially in a democracy where the people are charged with the responsibility of ruling themselves. Is it safe to rely upon a citizenship that depends upon newspapers alone for thought stuff?

2. Adult education is possible and feasible. It is quite practicable for mature people to study and to learn.

3. Adult education is an important function of the library and of the universities, especially thru their extension divisions, working together. This co-operation is practicable and necessary. There is no distinctive competition involved. Instead there is a harmony of interest that makes co-operation imperative. The quality of work is dependent upon the full utilization of all the resources available from both fields of endeavor.

EXHIBITS BEHIND GLASS IN LIBRARY BUILDINGS

BY LOUISE PROUTY

Vice-librarian of the Cleveland Public Library

Some time ago the chairman of the A. L. A. library buildings round table sent the librarian of the Cleveland Public Library a letter that bristled with queries as to who and what, how many and how much. These questions all related to exhibits in libraries. He reminded us that for three years we had been using such displays rather extensively and might therefore quite fairly be asked to answer the aforesaid who's and how's for whatever benefit such answers might afford the members of this group. We accepted, but selfishly, hoping ourselves to benefit from the discussion which might result and the wisdom which would be gleaned from the experience of other libraries.

Since the cases for exhibits are not so standardized as charging desks and book stacks, I might begin by following the example of the darkey who was running a small restaurant and was asked about his evening meal, "Some folks calls h'it dinner, an' some folks mought call h'it supper, so I'll just enuncerate foh' yo' hit's componerent parts."

The "componerent parts" are mainly in the corridors of the building, not in a special gallery or museum, and they are vertical wall cases and floor cases; there are floor cases also in a special exhibition corridor, and in several of the reading rooms. The exhibit feature that would be first to catch your attention are two cases on the outside of the building. These are built like show windows into the façade of the library, but so incorporated into the design of the building that they are acceptable architecturally. As the Library fronts a busy thorofare, and these windows are at sidewalk level, any merchant would give a good rating to their advertising value. Each case or window is 52 by 52 inches and 33.5 inches deep. They are, of course, lighted at night, and lettered plainly at the top—Cleveland Public Library. Access for installing exhibits or for cleaning is from the back of the case—a protection to both staff and exhibit material in bad weather, and at all times a convenience.

Inside the building the attention of anyone who climbs the stairs or leaves the elevators is caught at once on the second and third floors by two floor cases and by vertical cases set into the corridor walls. Data used in the design of these cases had been worked out by the technical librarian in an extensive investigation of exhibits and exhibit cases. Preliminary drawings were made by the architects, designs submitted by the firm that made the cases, and these designs revised more than once by both architects and librarian. The specifications for the floor cases, and there are fifteen of them, called for 3/16 inch plate glass, and a "wrought iron framework in a black and white oil finish"—the effect is like a coarse grained oxidized silver. Twelve of the cases are double with sloping tops, the whole effect rather light and graceful, and when the exhibits are installed the cases are not greatly in evidence. The dimensions of twelve cases are: width of double case 38 inches, height, 41½ inches front to back, 91½ inches at peak, length of four cases 7 feet, eight cases 5 feet, height of floor of case from floor 40 inches. The specifications also called for concealed lighting —"Frink or approved equal reflectors, dust-proof construction, cylinder-locked and master-keyed, with provision for changing lamps and for ventilation." Three additional cases in the exhibition corridor are of similar construction, but different design, planned to hold larger objects or folio volumes.

The vertical display cases in the corridors make an arresting and colorful feature in otherwise unenlivened wall spaces. They help incidentally to distract attention from distances to be walked; or to phrase it more constructively in the words of Edward Forbes, written seventy years ago of museums in general, they are valuable "for their powers of awakening new thoughts in the mind." There are eleven single and eleven triple cases, the average size of the single cases being 40 inches wide, 66 inches high, and 14 inches deep, and 32 inches above the floor of the corridor. The cases are lined with cork, the lighting is from above, the lamps concealed by the bronze framework, and there is ventilation above and below.

The expense of setting up exhibits is greatly lessened by an ample supply of fixtures: a picture molding across the back of the case, and adjustable glass shelves, crash-covered blocks of various sizes, wooden easels for heavy books, and strips of plate glass for weights. Pongee curtains at the sides and valances across the top of the vertical cases soften the frame of the case and diminish the height, also add to the effect of light and color, and may be drawn part way to enhance a single choice exhibit or closed entirely to conceal a case temporarily empty.

These cases are similar to, and indeed the idea was borrowed from, the vertical cases at the University of Michigan set also in the walls of a main corridor. The University of Michigan cases are cork lined, and equipped with glass shelves, but only about nine inches in depth.[1] In the new Los Angeles Library the four vertical exhibit cases recently installed have a single large sheet of glass, more like the show window of a store, and the cases are lined with black velvet.[2] The dimensions are 9 feet 6 inches in height including a large drawer below the case, and 7 feet 3 inches in width. The new Birmingham Library has cases in the façade of the building, and vertical wall cases in the corridors.

There are also in the corridor walls of the Cleveland Library, shallow cases which are practically glass-covered bulletins, each 32 inches by 19, for the display of plates, photographs, maps or textiles.

A different type of display case in the John G. White room is set on low book cases between the windows. They are plain metal cases with a sloping front of glass. In the history division, bookcases with glass doors, flanking the entrance, have been given a cork backing and until needed for books, make serviceable display cases.

Additional cases in this room, the children's room, and other places in the building, need no detailed description, as they are of the more usual rectangular show-case type with frames of oak or walnut. They add five to the total number of display cases.

A word as to the use of the cases. During opening week when the cases were on view for the first time, a visitor who was earnestly studying the exhibits, said to one of the staff, "I intend to educate myself by making a point of coming in regularly to see all your exhibits in these marvelous cases." Adult education could indeed be taken as the text for a sermon on these library exhibits with some eighthlies and ninethlies added on their value for children. But for the present purpose their uses might be analyzed in a different way.

The general policy is to use the outside cases for publicity, announcing library events or community activities, such as Book Week, Community Fund Week, Opera, Moscow Art Theatre, also to advertise more extensive exhibits that are on display within the building, or to call attention to the resources of the Library, thru subject or anniversary displays, such as books on travel, books for brides, Easter, or Children's Book Week. The cases inside the building offer, thru more extensive displays, information, education and an opportunity for the enjoyment of beauty. For very large exhibits the corridor cases on the third floor and those in the adjoining exhibition corridor are used as a single unit, but more frequently as two units, and the second floor corridor as a third unit. A Roosevelt exhibit of books, letters, manuscripts and trophies filled the whole third floor, but Fifty Books of the Year could be shown to advantage in the exhibition corridor, while Commercial Printing supplemented by our own books on printing and type occupied only the second floor cases. More often there are several smaller displays on each floor, those relating to music and fine arts, such as the opening of the symphony concert season, or a gift of books on music or architecture, placed near the fine arts division, school projects in posters and ship models, near the school department and old patent models from the government, outside the technology division and later borrowed for the cases near the children's department. In the outside cases the exhibits are changed about once in two weeks, in the other cases approximately every month.

However, before going any further into the use of exhibits, one fundamental principle should be stated. The exhibit cases are not allowed to become an art gallery, or a museum that has happened to find space in a library, nor are they used only as glorified bulletin boards for announcements of local interest. Whatever the display of the moment may be, some connection must be made with books and reading. Usually this is done by showing books with the exhibit or displayed in another case nearby, for example, during Grand Opera Week, showing the stories and librettos of the operas, as well as pictures of the singers, and books about types and printing in connection with a display of fine commercial printing. A popular summer exhibit and one particularly successful from the book standpoint was a display on travel. Each display case was devoted to a single country, a colorful travel poster was hung at the back of the case, in front of the poster one or two dolls from a loan collection were posed in the costume of the country, and attractive travel books were placed to show binding, title page or illustrations. Juvenile books were featured in the cases near the children's department, but the whole display attracted both children and adults. More recently a similar display on transportation was a project worked out by the school children and featuring, instead of dolls, models in soap made by the children to show the various means of transportation from primitive wagons to the aeroplane.

[1] LIBRARY JOURNAL. 47: 498. 1922.
[2] *Bookselling News*. 15 April, 1928.

It might be remarked in passing that our observation of the popular interest in this type of varied exhibits showing a variety of objects, is supported by recent investigations of the proper display of museum objects made at the Pennsylvania Museum in Philadelphia to "discover whether the general public is more susceptible to a group of mixed objects than to one of similar objects." Mr. H. H. F. Jayne observes, in the somewhat restrained language of his report, that "it does not seem improper to conclude from this series of experiments that, within limits, the greater the variation, the greater the observation time per group of objects, and the greater, too, the attracting power of such an arrangement."[2]

In the outside cases where the public to be reached is the casual passerby, the caption is brief and arresting, often only one word, in very large letters.

The subject of labelling, however, is too involved to introduce here. It has been ably expounded by both the Chairman of this meeting and our own technical librarian, and by various museum authorities. We do believe in labels, both general captions and small labels for individual objects, but for such short-term displays as ours and for exhibits in cases along passageways, anything like a gallery book seems out of the question.

Since this is primarily a presentation of the mechanics of displays, it will not do to linger too long on the subtleties or art of their assembling. Rather, who is it that assembles the displays, more practically still, how much does it cost, and finally, since none of our libraries is in Spotless Town, how are they kept clean?

In the Cleveland Public Library the general management of the exhibits is in the hands of a Committee on Exhibits, under the chairmanship of the Head of Fine Arts Division, with the Librarian and the Librarian of the Main Library, ex-officio members. This Committee formulates general policies and decides what exhibits are desirable. The Committee also makes up a schedule, some entries being booked months in advance, and others adjusted at the last moment to meet some sudden change of date. The Committee keeps in mind the fact that some exhibits will make only a limited appeal: postage stamps, for instance, and house plans; but for a fair proportion the salestalk should apply which a popular magazine is using in recommending its advertising space. "Advertisers value most those publications which hold the strongest all-family interest." It is important that no group of readers should be allowed to lose interest in the display cases.

The publicity which these displays afford is sought for its real commercial value. The theaters are interested, authors and artists express appreciation of the attention called to their work, and the movies are so eager to co-operate that movie publicity has spread far beyond the limits of "exhibits under glass" and become a chapter by itself. It is, therefore, important to maintain standards of excellence and to require a sufficient degree of library interest before accepting any exhibit.

In the opportunities for contacts with owners of collections, and co-operation with local enterprises and organizations, the Exhibits Committee recognizes both rich possibilities and again the necessity for definite standards.

The arrangement and installation of the exhibits is in the hands of a curator of exhibits. He is a graduate of an art school and has had practical experience in both teaching and commercial art. He gives full time to the Library, and has the full-time help of a young student at evening college, who has special aptitude for this work. They have a large, well-lighted workroom with space for tables, drawing boards, filing cases and the storage of display equipment.

The curator of exhibits, however, does not give all his time to the work involved in these displays as his duties include also the time-consuming preparation of exhibits for expositions and conventions, occasional exhibits for the branch libraries, miscellaneous extra-mural displays such as those in bank or store windows, and in addition the large amount of lettering and sign-making required for the library system.

The staff of any division involved helps to assemble suitable material, and several divisions and departments take entire charge of the special cases which they use.

The time of the curator and assistant can be estimated with a fair degree of accuracy at a total of fifty-nine days, but this does not include the time given by other members of the staff for the various cases under their direct charge, nor page and clerical service in collecting and charging books and some correspondence, and telephoning, nor does it include what would be a considerable item if the services of the Exhibits Committee were reckoned on a salary basis.

There are sixty-nine exhibit cases, but the floor space occupied is only incidental. A few of the cases in reading rooms might be replaced by reading tables or catalog cases, but the only floor space that needs to be reckoned as such is that in the exhibition corridor, and even this

[2] "The Behavior of the Museum Visitor." By Edward Stevens Robinson. In *A Preliminary Report from the Pennsylvania Museum*, by Horace H. F. Jayne. Washington: 1928.

corridor is primarily a bridge across the central court, necessary as a passageway and an approach of suitable dignity to the special John G. White Collection, and therefore a space hardly available for other use.

The cases in the main corridor require artificial light all the time. In the exhibition corridor the lights are needed only on dark days and in the evening. In the John G. White room they are turned on only occasionally. Five cases have no special lights. Twenty-five watt tubular lamps are used for the floor cases and bulletins, five being required for the seven-foot cases and four for those that measure five feet; three lamps, each of forty watts, mill type, serve to light each single wall case.

The supplies required for the exhibits do not make a large item of expense because little is required to supplement the initial equipment. Card board for signs and labels, rubber bands and other minor supplies are all that is usually required. A stapling machine is the most inconspicuous method found for mounting pictures, and a power spray is used to give longer life to labels that are exposed or will be used repeatedly. The Library photostat is always available.

The cleaning is done by the janitorial staff. The cases are cleaned thoroly whenever the exhibits are changed, and this, with the daily dusting and cleaning of glass, is usually sufficient. It is a favorable commentary on the dustproof construction of the cases to report that it has not been necessary in three years to use more than a brush or vacuum cleaner on the crash, or after two and a half years' use to have the pongee curtains dry cleaned.

In conclusion, three incidents come to mind. During the furore over evolution, someone passing the Library in the early morning noticed a group of workmen standing in front of the outside case where there was a display on Evolution. One of the men was evidently expounding the subject with emphasis to his comrades. Recently Countee Cullen came to Cleveland to give a reading, and his poems were displayed in one of the outside cases. A tall young colored man was seen standing in front of the case gazing at the poems and the picture of the poet. A visitor reported that, as she approached the Library, she saw two men, evidently Greeks, looking with much interest at a display. She stepped nearer and saw that the placard read, "The Glory That Was Greece." A small notice was added forthwith in one corner of the case, to say that books in modern Greek could be obtained in the Library. The result was the issue of cards to several new Greek readers, and an increase in the circulation of books in that language. Incidents like these show why these displays seem to be a sound library investment. Perhaps the word of the early visitor is coming true, and people are educating themselves by observing the exhibits.

RADIO VOTERS' SERVICE

Radio List compiled by the American Library Association for the National League of Women Voters

WHAT THE PLATFORMS SAY OF TARIFF

August 7

Frank W. Taussig. *The Tariff History of the United States.* 7th ed. 1923. Putnam.
"A standard work for general students written by a tariff reformer. It is an accurate, non-controversial record of facts."

George Crompton. *The Tariff; an Interpretation of a Bewildering Problem.* Macmillan. 1927.
"The author is in the main unprejudiced but his sympathies are on the side of protection as the only safeguard against foreign encroachment upon the rights of native industry. For the student of politics and government rather than the general reader."

"Democrats and the Tariff in 1928" by J. N. Aiken. *Nation.* April 4, 1928.

"American Policy" by Mrs. A. T. Hert. *Woman's Journal.* May, 1928.

"Tinkering with the Tariff." *Saturday Evening Post.* March 24, 1928.

"The Tariff." *New Republic.* July 4, 1928. p. 161.

WHAT THE PLATFORMS SAY ON TAXATION

August 21

Edwin R. A. Seligman. *Essays in Taxation.* Edition 10, rev. 1925. Macmillan.
A standard work by a leading authority giving historic as well as recent material, valuable alike to student, scholar, lawyer, specialist, business man, and any seeker after reliable information.

Harvey W. Peck. *Taxation and Welfare.* Macmillan, 1925.

"Few versus the Many" by Mrs. J. B. Harriman. *Woman's Journal.* June, 1928.

"Ideals and Idealism in Taxation" by T. S. Adams. *American Economic Review.* March, 1928.

"Taxation." *New Republic,* July, 1928. p. 162.

A TEACHER of rare ability and of unfailing sympathy and understanding; a woman of indefatigable industry and rich in friendships; an effective speaker and a story-teller of high talent —these are some of the tributes paid the late Louise Connolly, Educational Adviser to the Newark (N. J.) Library and Museum from 1912 to 1927, by her friends and associates, John Cotton Dana, Mrs. Henry B. Twombly, and Holger Cahill, in a memorial pamphlet published by the Library and Museum (pap., 35p.).

THE CLASSIFIER IN A LARGE LIBRARY

By HARRIET E. PENFIELD

Senior Assistant Classifier at the John Crerar Library, Chicago

By way of preface I may say that my experience has been with a classified catalog, and that therefore the actual work of classification which I have done has for its purpose not simply the relative grouping of the books on the shelves but the building up of the classified catalog in which the book is represented under its main class number and such other numbers as its different aspects may require.

Without going into the technique of classification, and without laying difficulties to the inevitable imperfections of the classification scheme used, can we point out certain qualifications which a classifier must have in order to be efficient?

Whatever system of classification is used, the classifier is always (1) "sizing up" the book, getting at the gist of it, endeavoring to grasp its main field, its definite subject and purpose, and then (2) adjusting it to the scheme. This twofold act of judgment is dependent on knowledge in both its parts, in order to appreciate the book, and also to understand the classification scheme and its possibilities.

In a library like the John Crerar, or in any research library, perhaps fully fifty per cent of the books are on scientific and technical subjects very difficult in themselves, written in a specialized terminology, and in various languages. Many are on problems of minute research, where the writer will likely define his immediate problem and method with great accuracy, but with no reference to its wider relations in its field which would give the classifier a clue for placing it. He writes for those who know its bearings.

It is worse than useless to attempt to use the subdivisions of the classification scheme for such books unless it can be done accurately, and to fall back continually upon the larger places felt to be safe also defeats the end of classification.

The need of a good language equipment for a classifier is generally admitted. For that there is no need to argue. But I think it is often assumed that if one reads the language, of course he will know what the book is about, or can find out by a reasonable amount of looking up in reference books, assuming possession of a good method, and a keen sense for clues. There is a tendency for attention to become absorbed in the technique of classification, without realizing the demands made upon knowledge about the book and its field.

But we find it is by no means certain that the classifier can then place the book correctly. We find both general and special knowledge needed in order to understand what the book is about, and its standpoint and place in its field.

The general knowledge should include a pretty clear survey of the achievements of science. This is more possible of attainment now than some years ago. After the great modern advances of science both scientists themselves and non-scientists have tried to put before us the results. Perhaps there is subconsciously a feeling that science must keep articulate and must not become remote from public interest. At any rate, it has actually become the fashion to know about these wonderful discoveries, and we now have the "Story of" many fields from philosophy to microbe hunters. What is much better for our purpose, there are good histories in practically every scientific field and in some technical fields. Perhaps, too, the younger classifiers will have taken some of the so-called "orientation" courses in college in which a skilled investigator attempts to make clear the subject matter, problems, methods, and possibilities of his field.

But we find many books which can not be placed with any confidence without special knowledge of an advanced degree. There is the possibility of consulting specialists for these. This method is probably more feasible in a university library than in an isolated library like the John Crerar. There are certainly many drawbacks. The cases where expert advice is needed are too numerous to ask so much time from a specialist. Further, the specialist can seldom be induced to talk in terms of the classification scheme. The classifier still seems in need of special knowledge to understand him and to translate what he says into terms of the scheme.

In a large library there will be three or four classifiers and the better procedure would seem to be to divide the fields between them, each taking the subjects he knows best. This gives the advantage of using continuously the best knowledge and interest of each worker. Interest will lead each one to work outside hours to master his subject better. He has also the great gain of more continuity in his work, and the personal development, zest, and interest that go with it.

I think different fields, even tho very technically treated, are by no means alike in the amount of special knowledge required in order to place books accurately in them.

There are books which might with equal accuracy and usefulness be placed in any of two or three places. For these, the classifier will develop a body of principles for guidance, and consistency, such as Mr. Merrill has worked out in the *Code for Classifiers*, which is about to be published.

But in the natural sciences or in technology a large proportion of books will be either rightly or wrongly placed. The topic is perfectly definite, e. g., a monograph entitled *Coup de Bélier* was wrongly placed under hydraulic rams. This was not a language difficulty, for the English translation, Waterhammer, might also not be understood. It has to do not with a machine—a hammer or ram, but with a condition in water pipes subject to sudden changes of pressure. The familiar pounding of a radiator is one case of it. One either gets the idea or misses it completely.

There are some fields, notably the social sciences, whereby looking up definitions one may proceed with some confidence, because most of us find we have a background which makes the matter intelligible.

In the systematic parts of the biological sciences one may learn to run down natural genera and species and to look up the synonymy so as to make proper references. Careful work is needed, and considerable time, but the demand on special knowledge is considerably less than in such fields as mathematics, physics, chemistry, especially organic chemistry, and many engineering fields. Here one has no body of knowledge by which to interpret what is found. One cannot follow cues, cannot understand definitions, and one is completely at a loss.

Hence we conclude that besides good general knowledge, special knowledge of subject matter in certain fields is indispensable.

A good classifier also needs to build up historical knowledge in order to understand the epochs in the development of different subjects. We all know how different an old treatise on psychology is from a modern one. Psychology used to be a handmaiden of philosophy and treated of the soul. Its development to its present extreme biological and physiological trend was depicted two or three years ago thus:

> Psychology long ago lost her Soul.
> Some time later she lost her Mind;
> Quite recently she lost Consciousness
> But she still has Behavior.

Bibliographical knowledge is needed to go along with the historical knowledge. Who are working together building up systems of ideas in groups or schools? Who are opposing them? Who first introduced some epoch making idea or method? What if a classic were not recognized?

A survey of present developments in one's special fields should be kept up, and the material kept track of. Here a classifier has an opportunity to contribute an expansion to the scheme when a mass of new material falls into shape. The developing investigation will show the trend it is going to take. Terms will settle down into accepted rubrics. Mental tests offer an example fresh in the minds of everyone.

I have stressed the need for special as well as general knowledge, with all the historical and bibliographical knowledge that one can build up. I believe, too, that there is a definite mental make-up which a good classifier is pretty sure to have. Some things are obvious,—the usefulness of a good memory, the need for critical judgment, the ability to observe relations. The great American psychologist, William James, pointed out how our clear ideas, which hold the center of attention, always have a "fringe of relations" about them of which many people are scarcely aware, but which give them their color and meaning. It seems to me the classifier becomes more than usually aware of the fringe of relations and is guided by them. A narrow specialist may see only one idea staring him in the face, and is not interested to look further. A broadly informed person may get innumerable suggestions and relations, but gets lost among them. For a good classifier they must become significant of the real range of ideas within which his book belongs. It is only too easy for a classifier to get to thinking in categories and to become set. Of course he must think in categories or rubrics, but he should not become mechanical. The direct identification of a single dominant topic is always necessary, but so also is the sensing and balancing different bearings of a book, and it requires more than a single-track mind as it demands a real zest and delight in the systematization of knowledge,—intellectual curiosity.

What, by the way, may the classifier get out of this game for himself? The classifier is always an interpreter, a spectator of the growth of knowledge. He watches knowledge at its growing points, watches evidence accumulate and fall into order under new conceptions. He surveys historically the same process in the past. He does not do the creative work, but he need not receive all this without any responding activity on his part. He should not become merely encyclopedic. He can keep organizing and co-ordinating his knowledge and will become the better classifier the more systematized his knowledge becomes.

DOCTORAL DISSERTATIONS IN UNIVERSITY LIBRARIES

BY H. O. SEVERANCE

Librarian, University of Missouri

SHOULD they be collected, cataloged and preserved? In other words, should theses presented in part fulfillment for the doctor's degree in German, French, English, American and other universities be collected, cataloged and preserved? In the large university libraries, like Harvard, Yale, Columbia, and Chicago which aim at relative completeness in various fields of knowledge, I think there is no question but that all theses should be on file for possible consultation of research students, but in medium sized libraries with inadequate stack room space, and a limited number of research students, the collection of all theses is open to question. There is also a question whether such libraries should solicit miscellaneous literature as gifts or whether the libraries should check lists of duplicates sent to them by such libraries as Chicago, Minnesota, and Oberlin and add any books which his library may not possess. In other words, should libraries of medium size collect all they can get free and on exchange and all they can buy?

Another consideration is: Have such libraries an adequate staff for handling this large accumulation of gifts and exchanges including theses? The question of paramount importance, however, is: Is there now or is there likely to be any demand for these theses in your library? If so, the theses should be collected and made available.

The least expensive method of caring for the German dissertations is to arrange them alphabetically by authors in boxes. The authors in each letter of the alphabet to be alphabeted so that when one knows the author one can go directly to the box for it. The larger and more important dissertations may be bound in Gaylord binders, classed and cataloged. Cataloging of the alphabetically arranged dissertations is unnecessary if the library possesses or would secure the annual publication: *Jahresverzeichnis der aus den Deutschen Universitäten und Hochschulen Erschienenen Schriften*, 1887+. The dissertations are first listed with full titles under the names of the universities. This list is followed by a subject index and this in turn by an alphabetical list of authors. If the librarian and the researchers would make use of this annual cumulation and if the dissertations are arranged in alphabetic order in the boxes, cataloging is unnecessary.

The Swiss also publish an annual list of the dissertations presented in the various Swiss universities. There is a tendency to use printed indexes such as the one described instead of cumbering the public catalog with the necessary cards for cataloging the collection. I doubt whether many libraries are using card indexes to the reports of the Smithsonian Institution now that they are indexed in the *Readers' Guide*.

Another method of caring for German theses as well as American is to classify them by subjects, either shelving all on any subject in boxes or by binding into volumes of pamphlets. A card should be inserted in the public catalog with the title pamphlets, inorganic chemistry, and a subject card under chemistry—inorganic. If the volumes are bound, titles and analytical cards should be made for them. Then, too, when a library has branches and departmental collections, the dissertations on veterinary science, on soil, crop rotation, and the like could be shelved in the agricultural library, and those on medicine in the medical library. If the university collecting dissertations has no agricultural or medical department, the theses on these subjects might be sent to some agricultural library or to some medical library not connected with a university and which is not receiving the shipments from the European universities. A library might put individual theses in board or pamphlet binders and have them all classed and cataloged as books. This, however, would be an expensive method of caring for them, but the theses would be more readily accessible. In the case of American university doctoral theses, the majority might be bound separately and lettered on the backs just as books are bound. Others might be put into pamphlet binders and into boxes as indicated above. There are numerous theses which appear not to be worth cataloging, the expense of which would be about a dollar each. Many of our American theses are reprints of articles published in journals. These may be discarded provided the library has a file of the journals from which the reprints are made or they may be classified and arranged in pamphlet books under their subjects.

The Danish, French and many other universities publish theses, the majority of which are large enough to be fully cataloged in the same way as books are cataloged. There are several helps for locating this material other than the public catalog. John F. Jameson publishes *A List of Doctoral Dissertations in History in*

Progress at the Chief American Universities, and Johns Hopkins University Library, *Lists of Dissertations Submitted 1876-1926*. The Library of Congress *List of American Doctoral Dissertations Printed in* —— is alphabetical by authors, is classified according to L. C. classification scheme, and has a subject index. There is also R. M. Merrill, *American Doctoral Dissertations in the Romance Field, 1876-1926*.

The University of Chicago and the University of Wisconsin are printing abstracts of theses presented to their respective universities which relieves libraries of the expense of collecting and of cataloging and preserving them. Many of the German theses in war time were printed in abstract form covering sometimes two pages, but often only one. These were not preserved in the University of Missouri Library.

I think it is worth while to collect theses and to arrange them so that they are available for the special student, but I do not think it worth while to catalog every thesis received.

INSTRUCTION IN AGRICULTURAL LIBRARY WORK

BY LUCY E. FAY

Assistant Professor of Bibliography, Columbia University School of Library Service

WHAT specialized knowledge in addition to a mastery of general library technology does a librarian or professional staff member of a land grant college library need?

Of what type of course can an already full library school curriculum bear the load?

With these two questions in mind, I have attempted to discuss the subject of this paper as briefly as possible.

The one-year library schools do not now offer a specialized course in agricultural college library work; and of the four two-year library schools—the University of Illinois the University of Michigan, the University of California and Columbia University—none is at present offering such a special course. Three are giving courses on college and university libraries. Is it necessary that a course on agricultural library administration be given, or can the course in college and university libraries as now offered, be so modified in content and method of instruction, that the student who is planning to work in a land grant college library, may get the training to equip him for such a position? The following plan is offered as a suggestion to meet the needs, without the necessity of the library schools' adding to their curriculums as at present announced.

Preliminary Training and Experience

The student desiring to major in agricultural library work should have had: (1) In college: a. Science courses, b. Economic courses. (2) In library school: a first year basic course covering a. General administration, b. Cataloging and classification, c. Bibliography and reference, d. Book selection. (3) Experience: at least one year in an agricultural college library.

Second Year Library School

For the second year's work the student's program might well be made up from a selection of courses in: Advanced reference and bibliography, advanced classification, history of printing, college and university libraries, and research methods, under the library school faculty; with suitable offerings from other graduate schools, in such subjects as the history of agriculture, land economics, rural life problems, or co-operative marketing.

The major course should be the one on college and university libraries. The course in research methods should be required and necessary additional units chosen from the other courses suggested or from such helpful courses offered in the particular university the student may attend.

For the College and University Libraries Course, the topics covered are as follows:

First Semester

Types of American colleges and universities
- Sources of information for the study of individual institutions
- Institutional study report

The library in the university and the college
- Functions: lecture and discussions
- Finances and the budget
  - Sources of information for a study
  - Annual budget planned for a particular type of library
- Library committees
- Librarian and staff; lecture and discussions
  - Appointments; qualifications; academic status; tenure of office; duties; professional obligations; institutional ethics
- Organization of the library; central and departmental.
- Acquisition of material; Book fund; Periodical fund; Apportionment; Selection routine; Purchasing; Exchanges and gifts.
- Classification and cataloging: special problems

Reading room problems
Reserve books
Service to students: Courses for Freshmen on the Use of the library; Courses for seniors and graduate students in bibliography; Cultural reading.
Service to the faculty
Service to others: experiment station staff, etc.
Inter-library loans
University library extension: agricultural library extension
Buildings
Statistics and annual report
The library as described in the college catalog

Second Semester

This course continues the second semester with a study of book and periodical collections: types of material, etc.

Methods of Instruction: With a group of ten students, certainly not over twelve, taking this course, three or four may be specializing in agricultural library work, a like number in teachers college library work, and the rest in general college library work. The instruction will be varied: lectures, individual and group reports, and class discussions of basic problems applicable to each type of library. The agricultural library student will make an institutional study of a land grant college that will acquaint him with the book sources necessary to making such a study. In the course of his investigations he will become acquainted with the history of the U. S. Department of Agriculture and its relation to the land grant college; with the organization of the Agricultural Experiment stations; with the State Boards of Agriculture and its relations to the college of agriculture.

In the study of library organization, the student must learn how the land grant college libraries were developed and the variant types of organization now existent. This method followed thru the whole course will show the student wherein land grant college library problems differ from the problems of other types of college libraries.

For the second semester, the time is devoted to the study of building collections of books and periodicals and other printed sources. The student examines the catalogs of typical land grant colleges, considers the curriculum and courses of instruction and works out problems covering all classes of books and periodicals that ought to be available for giving such courses. This intensive consideration of the essential periodicals, learned society publications, agricultural bulletins—federal, state and foreign—will give the potential agricultural college librarian a familiarity with the special literature he will need to know, and, if he has had his year's experience already in using it, he will be all the better able to acquire a thoro knowledge of it.

The Research Methods Course might well include practice in abstracting, in gathering material and planning and completing the investigations of a subject for the Master's essay. This would offer the agricultural college librarian particularly useful training.

Suggested Program of Courses
First Semester

	Units
College and university libraries	6
Research methods	4
Reference and bibliography	2
or	
Classification	2
	12
Courses in other schools	3
	15

Second Semester

	Units
College and university libraries	6
Research methods	4
Reference and bibliography	2
or	
History of printing	2
	12
Courses in other schools	3
	15

For adequate training, is there a shorter cut available to the agricultural college librarian? Not in my opinion. And yet, the program I have suggested calls for three years of preparation in addition to a B. A. degree, two library school years and one year of experience. Can the land grant college libraries pay the salaries and offer the faculty rank that will justify the expense of this adequate training?

FREE ON REQUEST

THE Metropolitan Life Insurance Library, 1 Madison Avenue, New York City, has a broken file of the *Annals* of the American Academy of Political and Social Science, 1915-1927, which it will give to any library willing to pay transportation. Florence Bradley, librarian.

THE Grosvenor Library, Buffalo, N. Y., has for distribution to libraries copies of Lewis Stockton's *Marriage Civil and Ecclesiastical* which it has been asked to take charge of by the family of the late author. Apply to Augustus H. Shearer, librarian.

CHILDREN'S MAGAZINES OF TODAY

A VERY few, very good children's magazines are quite enough, and the standards set for these magazines should be as high as those for books, is the opinion of Alice I. Hazeltine, in a letter to the symposium on the shortcomings of present-day children's periodicals led by Frederic G. Melcher, editor of the *Publishers' Weekly*, at a meeting of the Periodicals Round Table at the West Baden conference. Magazines for younger children seemed the weakest of all to Miss Hazeltine. Little children love repetition of the best, whether seen or heard, and books satisfy this need so perfectly that the necessity of periodical literature seems doubtful. There is an unevenness, a scrappiness to be observed in most children's periodicals, she remarked. Even *St. Nicholas*, the old-time favorite, most frequently mentioned as first choice among them all, has been acidly termed "the combined *Cosmopolitan* and *Atlantic Monthly* of the young."

The nine children's magazines discussed included *Youth's Companion*, *American Boy*, *Boy's Life*, *American Girl*, *Every Girl*, *Open Road*, *St. Nicholas*, *Child Life*, *John Martin's Book*, and *Merry Go Round*, which have a combined yearly circulation of thirteen million. Mr. Melcher touched on the business problems facing the publisher of a children's magazine. Its audience grows away, having an average of only four years; subscriptions are paid by adults, not by the readers themselves; and there is little newsstand sale (one-fourth to one-tenth). Special copy is needed for the advertisements, unsuitable advertisements must be rejected, and in the last analysis children are not primary purchasers. The small size of field of sale and the small payment for text and for illustrations do not offer inducements to writers.

The very fact that children like better magazines for older people indicates that there is not enough reach in the periodicals intended for boys and girls, wrote Alice M. Jordan of Boston. Young people stay so short a time in one stage of development that the kind of literature offered during a year or two in these publications for children fails to satisfy their mental growth.

Magazines that have been successful in the past kept their readers because of the publication of articles or stories with a wider appeal than to children alone. They kept ahead of their public. Looking back at *St. Nicholas* in the early days, for example, the fact is noticeably true of the stories by which it is especially remembered. They are of the kind that are not left behind in the growing-up process. The *Youth's Companion* lived one hundred years because it was a periodical for the whole family, and no child in a home where it was taken was restricted to reading prepared for a certain age alone.

Magazines for children are read by the children they are written for—the American born child of average opportunities, said Elizabeth Knapp of Detroit. For those whose opportunities, intelligence and capabilities are above the average they have less to give, and for the foreign child making his adjustments, the pictures are all that appeal or seem intelligible. When one considers what there is for little children to compass and enjoy in the way of their books one hesitates to encourage the magazine reading habit at six, seven and eight years of age.

It is one of the healthy signs in the reading of the youth of the day that no room for boys and girls can restrict itself to the merely so-called "juvenile" magazines. On a list of twenty-two magazines on exhibit in the room used by the largest number and types of children in Detroit, eleven of them are periodicals planned for adults. They help to answer innumerable reference questions and they counteract the salacious product of the nearby newsstands.

Frances Clark Sayers of the A. L. A. said that most magazines for young children do fail, mainly because an imaginative quality is lacking; their stories and pictures are too labored and fantastic; they miss the simplicity of folklore. Moreover, the misuse of familiar children's literature in advertising is ludicrous.

Camille Davied, editor of the *American Girl*, said it was a shock to her to learn that children's magazines were a failure. Her circulation had risen from seven to fifty thousand in four years. The matter of selling is merely that of advertising, and the latter is a question of financial backing. All business ventures require capital. The value of a periodical is in its first few months of existence. Its prime object is to orient youth with its changing surroundings. Most of the valuable material appears in book form afterwards.

Discussion brought out the fact that several children's magazines are subsidized.

Anne Carroll Moore of New York endorsed Mrs. Sayers' criticism, and said we have no satisfactory magazine for small children now; she advised Randolph Caldicott's picture books instead.

Asked for comments on the *American Boy*, Purd B. Wright of Kansas City, thought that

editors should remember their own boyhood better, and added that advertisers ignore the influence of the child in the home. Miss Moore thought that the *American Boy* was more varied than might be expected, and did make a real effort to keep in touch with the modern boy. In various surveys the comparative popularity of girls' and boys' magazines showed the boys preferring *Boy's Life* and the *American Boy*, while the girls ran to *True Stories* and *Love Stories*. Mr. Melcher summed up by saying that children's magazines need thought and better contact between specialists—libraries and editors.

MOTION PICTURES BASED ON LITERATURE

THESE pictures were among those reviewed by the National Board of Review of Motion Pictures during the months, November 1927 thru May 1928, and were selected as films worth while seeing. Reviews of these adapted stories have appeared in the "Selected Pictures Guide" of the *National Board of Review Magazine*, monthly. This information brings up to date the "Selected Book-Films" list, compiled annually in November by the National Board for Motion Picture Book Week.

ABIE'S IRISH ROSE. From the play by Anne Nichols. Stars: Charles Rogers and Nancy Carroll. 13 reels. Paramount.

ACTRESS, THE. From the play, *Trelawny of the Wells*, by Sir Arthur Wing Pinero. Star: Norma Shearer. 8 reels. Metro.

BEAU SABREUR. From the novel by Percival Christopher Wren. Stars: Evelyn Brent and Gary Cooper. 7 reels. Paramount.

COLLEGE WIDOW, THE. From the play by George Ade. Star: Dolores Costello. 7 reels. Warner Bros.

DOOMSDAY. From the novel by Warwick Deeping. Stars: Florence Vidor and Gary Cooper. 6 reels. Paramount.

EAST SIDE, WEST SIDE. From the novel by Felix Riesenberg. Star: George O'Brien. 9 reels. Fox.

EASY COME, EASY GO. From the play by Owen Davis. Star: Richard Dix. 6 reels. Paramount.

FINDERS KEEPERS. From a story by Mary Roberts Rinehart. Stars: Laura LaPlante and John Harron. 6 reels. Universal.

FOREIGN LEGION, THE. From the novel *The Red Mirage*, by I. A. R. Wylie. Stars: Norman Kerry and Lewis Stone. 8 reels. Universal.

FOUR-FLUSHER, THE. From the play by Caesar Dunn. Stars: George Lewis and Marion Nixon. 6 reels. Universal.

FOUR SONS. From the novel by I. A. R. Wylie. Stars: Margaret Mann and James Hall. 11 reels. Fox.

FRECKLES. From the novel by Gene Stratton Porter. Stars: John Fox, Jr., and Gene Stratton. 7 reels. F B O.

GAUCHO, THE. Novelized by Eustace Hale Ball from the screen play. Star: Douglas Fairbanks. 9 reels. United Artists.

GENTLEMEN PREFER BLONDES. From the novel by Anita Loos. Stars: Ruth Taylor and Alice White. 7 reels. Paramount.

GLORIOUS BETSY. From the novel by Arline DeHaas. Stars: Dolores Costello and Conrad Nagel. 7 reels. Warner Brothers.

GOOSE GIRL, THE. From the fairy tale by Wilhelm Grimm. 3 reels. Red Seal.

GRIP OF THE YUKON, THE. From the story by William Macleod Raine. Stars: Neil Hamilton and Francis X. Bushman. 7 reels. Universal.

HAUNTED SHIP, THE. From the story, *White and Yellow*, by Jack London. Stars: Dorothy Sebastian and Tom Santschi. 5 reels. Tiffany.

JAZZ SINGER, THE. From the play by Samson Raphaelson. Star: Al Jolson. 9 reels. Warner Brothers.

KEEPER OF THE BEES, THE. From the novel by Gene Stratton Porter. Star: Clara Bow. 7 reels. F B O.

LEOPARD LADY, THE. From the play by Edward Childs Carpenter. Star: Jacqueline Logan. 7 reels. Pathé.

LITTLE SHEPHERD OF KINGDOM COME, THE. From the novel by John Fox, Jr. Star: Richard Barthelmess. 8 reels. First National.

LITTLE SNOW WHITE. From the fairy tale by Wilhelm Grimm. 3 reels. Red Seal.

LOVE. From the novel *Anna Karénina*, by Leo Tolstoy. Stars: Greta Garbo and John Gilbert. 8 reels. Metro.

MANON LESCAUT. From the romance by the Abbé Prevost. Star: Lya De Putti. 9 reels. Ufa.

MAN WHO LAUGHS, THE. From the novel by Victor Hugo. Stars: Conrad Veidt and Mary Philbin. 10 reels. Universal.

MOTHER MACHREE. From the novel by Rida Johnson Young. Stars: Belle Bennett and Victor McLaglen. 7 reels. Fox.

OLD WOMAN OF THE WOOD, THE. From the fairy tale by Wilhelm Grimm. 3 reels. Red Seal.

PATSY, THE. From the play by Barry Conners. Star: Marion Davies. 8 reels. Metro.

QUALITY STREET. From the play by J. M. Barrie. Stars: Marion Davies and Conrad Nagel. 8 reels. Metro.

RAMONA. From the novel by Helen Hunt Jackson. Stars: Dolores Del Rio and Warner Baxter. 8 reels. United Artists.

SADIE THOMPSON. From the story, *Rain*, by W. Somerset Maugham. Star: Gloria Swanson. 9 reels. United Artists.

SAILORS' WIVES. From the novel by Warner Fabian. Stars: Mary Astor and Lloyd Hughes. 6 reels. First National.

SHEPHERD OF THE HILLS, THE. From the novel by Harold Bell Wright. Stars: Alec B. Francis and Molly O'Day. 9 reels. First National.

SORRELL AND SON. From the novel by Warwick Deeping. Stars: H. B. Warner and Anna Q. Nilsson. 10 reels. United Artists.

SPEEDY. Novelized by Russell Holman from the screen play. Star: Harold Lloyd. 8 reels. Paramount.

TARTUFFE, THE HYPOCRITE. From the play by Molière. Stars: Werner Krauss, Lil Dagover and Emil Jannings. 7 reels. Ufa.

TRIAL OF DONALD WESTHOF, THE. From the novel by Felix Hollander. Star: Imre Raday. 9 reels. Ufa.

TRAIL OF '98, THE. From the novel by Robert W. Service. Stars: Ralph Forbes and Dolores Del Rio. 12 reels. Metro.

UNCLE TOM'S CABIN. From the novel by Harriet Beecher Stowe. All star. 12 reels. Universal.

WIZARD, THE. From the novel, *Balaoo* by Gaston Leroux. Star: Edmund Lowe. 6 reels. Fox.

WRECK OF THE HESPERUS, THE. From the poem by Longfellow. Star: Virginia Bradford. 7 reels. Pathé.

THE USE OF L. C. CARDS IN SMALL LIBRARIES

BY HAZEL B. WARREN

Extension Division, Indiana State Library

A YOUNG, enthusiastic librarian of a small library once said to me with great concern "Just what *does* one mean by a small library? I see articles about work in a small library and I eagerly start reading, but find that so often it is ideas for large libraries!" And the question does very definitely confront itself. What *is* a small library? To us in Indiana it is a library of from 1500-10,000 volumes. Of our 215 public libraries, 71 per cent have an income of less than $5,000; 51 per cent have less than $3,000. In many we have only one librarian. She it is who opens the door at 12 o'clock or earlier and stays smiling and enthusiastically until 8 or 9 at night. In those hours she greets the public, tells them what books they want to read and what they do not! She works with the Club women. She often practically writes their paper on "How can we be more and do more" or various subjects. She makes up collections of books for the township or county station, or the school teacher who hurriedly comes in. She answers the phone for questions "Is James there?" to "Please have material ready for a welcome address to the visiting Lions Club tonight." She runs downstairs to help arrange the auditorium for a meeting, and she does a million other things.

What about the cataloging of the library? Can she do it and can she do it well—in between all these duties that seem to take every minute of the day? Has she the training or experience even if she has the time? The average salary of such a librarian is $30 to $70. At that she does not feel justified in spending the mornings or overtime doing cataloging or other work. With all the work during hours the library is open it is almost impossible to find time for concentration, such as cataloging demands. Yes, in many of our libraries we have from one to several assistants and there cataloging ceases to be such a problem, but often bad enough to make us who worry about it have grey hairs multiply with surprising speed.

Shall we, shall we not, we toss this about in our minds. The question is shall we advise the use of L. C. cards or not? There are so many 'ifs' and 'ands.' I think of one small library of about 10,000 books which has never been cataloged. Year by year it has grown, and even tho most of the librarians have had summer school training they have never started the catalog. Last year a young girl just out of high school came to summer school and went home expecting to catalog the library. If we had some one on our staff who could have

worked with her a month or two—first weeding out, and leaving only books on the shelves to be cataloged—and then beginning the catalog and showing her many of the points she forgot and did not grasp—I think she might have done the work fairly well. But we have no such person on the staff. While she gets the form of the card really well, subject headings are beyond her. Shall I advise L. C. cards in that case?

In Bishop's *Practical Handbook of Modern Library Cataloging*, it is estimated that ninety per cent of the cards needed for a typical public library can be purchased. But what shall be done, in this library and many others where probably fifty per cent of the non-fiction is old dead material and should not be cataloged, and the librarian may not be able to judge which should be. It would be a great waste of money to buy L. C. cards for all those books. Again, in most of our smaller libraries, a large percentage of the non-fiction consists of older books for which no L. C. number is listed in any tool accessible, and without this number the price mounts much higher. The question then comes—is it cheaper and wiser to get the L. C. cards, or to get a temporary cataloger to weed out the books and catalog. The librarian should, of course, be able to do the cataloging, but in too many cases she is not capable of doing it correctly. The advantage of the expert visiting cataloger is that the librarian can work with the expert cataloger, and probably be able to go ahead with the work after the instruction. We estimate that seven hundred to one thousand books can be cataloged in a month. By writing only the main card and indicating all others much work is eliminated and it is splendid training and experience for the librarian to make the other cards. But this takes more money than is usually available and the librarian must catalog or the library remain uncataloged.

I feel that in our summer school, of six or seven weeks, where most of our librarians get their training, we lay too much stress on detailed cataloging and not enough on the meaning and the value of it. Cataloging in a small library should be simple and accurate. If we do not teach it with this in mind, then I think by all means we should encourage the use of L. C. cards. In checking up the *pros* and *cons* I find myself still debating, for in one case one is better, another the other. As I see it, the objections are: The L. C. cards give fuller cataloging than the usual small library needs; all the information that is generally given confuses the public often. Subject headings are often too general; all possible entries are given, and the amateur cataloger finds it hard to decide which ones to use, and to adapt those she should. Unless the card is ordered when the book is, and sometimes even then, there is a delay in receipt, and the book may be kept from the shelves many days. It also takes time to order the cards and the adaptation of the cards to the use of the small library often takes more time than the writing of simple catalog cards. Unless the library has a typewriter, the adapted L. C. cards may not be very neat and readable. It costs more to buy the printed cards.

There is much to be said in favor. Relief in time and effort is a point in favor which appeals first and last to the busy librarian. Authoritative author entries is one of the most important points, for as a library grows and librarians of varied training are in charge, the same entry in various forms is apt to be found. The cards are as a rule neater. Very few librarians can write as neat a card as can be written on a typewriter—and many do not have typewriters. The cards will be uniform in type, and a more readable catalog will result. Uniform subject headings are selected. It is not the form of the catalog card that bothers our librarians so much as it is the choice of the subject headings.

With all these points in mind, I feel that we who have to solve many of the problems of the small library, have a very definite piece of work before us. How are we going to teach cataloging in our summer schools, where most of the librarians of the small libraries get their training? I think we need to revise our course. We must first teach what a catalog really is, teach librarians to appreciate one so that they in turn can instruct the users of their library. The technical work should be simplified—teaching of course the principles and main points in cataloging. In the past I feel that the technical side has been over-emphasized at the expense of more vital things. More time should be given to instruction in what entries are needed and upon the choice of subject headings. With this knowledge, children's books and fiction can easily be cataloged, and librarians not able to make simple accurate catalog for the adult books should use L. C. cards. Special instruction in ordering and adaptation of the cards should be a very definite part of the course.

If a unit card system is used the woeful looks of many librarians will undoubtedly disappear. And what community will not benefit by the librarian who will have more time to give to her public in the teaching of the real value and pleasure to be found in books?

DEDICATION OF LOUVAIN UNIVERSITY LIBRARY

In behalf of the American donors, Ambassador Hugh S. Gibson on July fourth presented to Monsignor Ladeuze, rector of the University of Louvain, the key to the new library building designed by Whitney Warren. As the Ambassador handed over the golden key the American and Belgian flags were unfurled from the top of the great tower, and the carillon played "The Star-Spangled Banner." Dr. Frank Pierrepont Graves, this year a visiting professor at the University of Louvain, who represented the Carnegie Endowment for International Peace, said in part: "Never before has there existed a grander opportunity for service to humanity and progress than that of restoring these walls and furnishing anew this treasure-house of civilization. The United States will ever rejoice that her claim to succor stricken Belgium and the world of intellect and culture was heard, and that the assembled nations granted to her the right and the privilege to erect a structure that would be emblematic of the highest aspirations and achievements of mankind. The presentation of this library building, then, is accompanied with the lively and abiding admiration, affection and good-will of the United States for Belgium, and for that noble soul and friend of humanity, Cardinal Mercier, at whose behest and in whose honor this memorial was erected."

Dr. Edward Dean Adams, president of the American Society of Engineers, who had received an honorary degree from the University that morning, presented the $30,000 carillon for the tower on behalf of his organization and in memory of the American engineers killed during the war. A bronze bust of Herbert Hoover was unveiled in the library building "in recognition of his humanitarian services to Belgium during the war and since."

Cardinal Van Roey, Archbishop of Malines and president of the board of trustees of the university, in his speech of acceptance described movingly the growth of the idea of restitution and the means by which money had been raised, paying tribute to Cardinal Mercier, to Dr. Nicholas Murray Butler, to Mr. Hoover, to Whitney Warren, "the beauty of whose architectural conception is really majestic," and to the engineers of the campanile. Crown Prince Leopold and Princess Astrid represented the King and Queen of the Belgians, and five hundred American guests and representatives of most of the Allied countries were assembled in the square before the new building for the ceremonies. The hours of the ceremony were told by the four tower clocks, in which stars representing the forty-eight states of the American Union replaced the ordinary numerals.

In the course of Ambassador Gibson's speech an airplane passed overhead several times, dropping a shower of green slips on which were printed the words of the inscription which the architect was prevented from putting on the balustrade of the library by the university's rector. No inscription has been selected to take the place of this inscription originally approved by Cardinal Mercier, which ran, "Furore Teutonica Diruta, Dono Americano Restituta." The only reminders of the recent controversy were a bas-relief high on the front of the building showing its predecessor wrapped in flames, and a passage from the speech of Dr. Graves, who said, "Fourteen years ago the civilized world was shocked from centre to circumference by the destruction of the library of this historic University of Louvain. In the entire record of mankind there has been no clearer evidence of the extremities to which the madness of war would hurl itself. No act of Vandal or Goth was ever more ruthless and blindly unreasoning. The destruction served absolutely no purpose, not even that of the exigencies of warfare or of robbery and pillage. It was the avatar of wantonness." Mr. Warren was absent in Italy at the time of the dedication ceremonies.

A visit of inspection was made to the new library building after the dedication, and in the evening a banquet was served by the university, while fireworks played from the tower.

THE ALBANY LIBRARY SCHOOL

At the date of the transfer of the New York State Library School from Albany to Columbia University in July 1926, there were thirty-two of the seventy-eight American cities of over one hundred thousand in which the librarian was or had been an Albany graduate, as James I. Wyer points out in his historical sketch of the school in the *New York State Library School Register 1887-1926*. The libraries at thirty important colleges, including thirteen state universities, were in charge of Albany-trained men and women. The state librarians of California, New York, Ohio and New Hampshire were Albany men. The school had furnished five presidents to the American Library Association and three secretaries, whose combined services total one-third of the Association's life. In 1926, Albany men and women were at the head of six of the

fourteen library schools in the country, and were found on the faculties of six of the other eight. These facts and figures seem abundantly to justify the statement that the example, work and influence of Albany gave stimulus, direction and substance to the agencies and ideals which for a long generation recruited and trained leaders for a new calling, concludes Mr. Wyer.

The Albany *locus* "was an incident, almost an accident. It went from New York to Albany, from the metropolis to a country town, with Dr. Dewey, and because he went. The Columbia authorities seem to have been as glad to see it go as they were zealous for its return in 1926." Melvil Dewey came to Albany and the State Library to embark upon a state-wide work in library extension. A body of trained library workers was necessary to do this, and it followed naturally that the state should conduct the institution which should train such workers. After 1891 a high school education was required for entrance to the school, as well as written examinations and a personal interview. In 1902 the faculty took another pioneer step and put the school upon a graduate basis, with admission further restricted to graduates of colleges registered by the University of the State of New York. Applications fell off to a certain extent, but never (except during the World War) to the point where the school failed to begin the year with as large an entering class as its limited space could accommodate. In 1904, when educational unification was accomplished in New York State and the administrative oversight of the school somewhat changed, and when in the year following Dr. Dewey and Mrs. Fairchild resigned, some anxiety as to the future of the school arose among its alumni. Reassurance came from the Regents of the University, who voted on December 14, 1905, that "it is the purpose to maintain the Library School permanently upon the highest practicable plan of efficiency and usefulness." It was formed into a separate division of the Education Department, and in 1909, when the State Education Building was authorized, space was assigned to the school sufficient to permit a substantial increase in numbers. The fire of March 29, 1911, which utterly destroyed its records, collections and equipment, might easily have marked the end of the school, but it recovered quickly, "due more to the devotion of its faculty and the active, heartening interest and substantial aid from its alumni, than to such interest and support as the Education Department officials might reasonably have been expected to show towards a worthy and well-established school of conceded national and international pre-eminence in its field." Some seven hundred alumni recently raised $14,000 to supplement state appropriations.

WILLIAM COOLIDGE LANE AS BIBLIOGRAPHER AND HISTORIAN

WILLIAM COOLIDGE LANE, who has resigned from librarianship of Harvard University after thirty years of service, was born in Newtonville, Mass., and came to Harvard from the Newton High School. His house at 19 Oxford Street in Cambridge is the same one into which he came with his mother on entering college in 1877. Entering the ordering department of the college library immediately after graduation, he became superintendent of the cataloging department in 1882, and in 1884 received a Corporation appointment as assistant in charge of the catalog. From this resulted his *Index Guide to the Self-Classification of the Harvard College Library* published in 1905. He edited the *Annual Catalogue* from 1883 to 1887, and in the latter year contributed an historical sketch on "The University During the Past Six Years" to the sexennial report of his class. His acquaintance with the university catalogs and commencement programs took him back to their beginnings, resulting in the brochure on *Early Harvard Broadsides* reprinted in 1914 from the *Proceedings* of the American Antiquarian Society. His contributions to the *Harvard Library Bulletin* included catalogs of the Carlyle and Dante collections (he is a member of the Dante Society) and indexes to recent reference lists. In 1926 Mr. Lane edited the *Letters* of Christoph Daniel Ebeling, published by the American Antiquarian Society. "In the Harvard Library his name is almost daily on our lips," wrote Mr. Lane, "for the great collection of Americana (books and newspapers and maps), a collection which was the dearest object of his life for many years, was bought after his death by Israel Thorndike, a Boston merchant, and was given by him to the Harvard Library. . . . Ebeling's collection of American newspapers of the later years of the eighteenth century and the beginning of the nineteenth, which he had bound in some three hundred folio volumes, is still probably the most precious collection of American papers of that date in existence." An article on "Early Views of Harvard" appeared in the *Harvard Graduates Magazine* in March 1904 and another on "The Rebellion of 1766 in Harvard College" was published in the *Publications* of the Colonial Society of Massachusetts in March 1902. In 1906 he published the *A. L. A. Portrait Index* in collaboration with Nina E. Browne.

Mr. Lane attended the international library conference at London in 1897, having previously been abroad in 1889 and 1895. His many other services to librarianship are outlined on the following page.

THE LIBRARY JOURNAL

AUGUST, 1923

THE library is no place for hate. It has place only for the opposite qualities for which it stands locally, nationally, and internationally. It was therefore unfortunate indeed that controversies should have arisen as to the inscription proposed for the Library at Louvain, translated as "Destroyed by German fury, restored by American gift." This inscription was indeed approved by the late Cardinal Mercier but unhappily he had passed on before the thought of the world had turned from war to peace, from international hatreds to international friendship; and the change of heart in the new era requires quite another motive and spirit for the inscription. The thousands of children who contributed their pennies to so noble a cause as the restoration of Louvain's library, and the many librarians who gladly participated could not be more ill represented than by such motto, since it is for the future to forget while the present is wholesomely minded to forgive. The American architect has by all accounts produced a work creditable alike to the occasion and the donors and it was a pity indeed that he identified himself with so untimely an inscription. Happily the rector and professors of the great historic University supported by King Albert stood adamant against this defilement of a notable edifice and happily the feeling engendered among the Louvain and other Belgium people by the revived remembrances of their wrongs did not result in the outbreak which was feared for the dedication on the fourth of July, but unhappily the architect absented himself from the ceremony which was witnessed by a great and peaceful throng, among them notables from the universities of many countries. The edifice is surmounted by a tower and clock on the four dials of which stars instead of figures represent our forty-eight states given by American engineers as memorial to the engineers who gave their lives in the war. The notable building with the gifts which have come to the shelves of the library from all countries and with the restoration of the books taken by the Germans represents a worthy tribute to the brave Belgians to whom the world owes so much.

THE retirement of William Coolidge Lane as librarian of Harvard University after thirty years of service marks one of the mileposts in American library history and recalls to the pioneer members the persistent and eminent service of one of the men foremost in the shaping of the A. L. A. Graduating from Harvard with Phi Beta Kappa honors in 1881, he showed immediately an interest in the library profession and became, in 1884, one of the first five hundred in the A. L. A., served his Alma Mater for six years as assistant librarian, won the librarianship of the Boston Athenaeum on the resignation of Charles A. Cutter, returning to the service of his Alma Mater on the death of Justin Winsor, became in 1898 chief librarian for the thirty years' service now terminated at the close of the seventh decade of his busy life, one of entire devotion to his profession. While president of the A. L. A. in 1898-99, he was deputed to call upon President McKinley and from that interview came the appointment of Herbert Putnam as Librarian of Congress. In the organization of the A. L. A. Publishing Board, he took a leading part and for twenty-one years, from 1886-1907, was the inspiring spirit and backbone of that important work, while for thirty years he was secretary of the Harvard chapter of Phi Beta Kappa. His work in the development of the Bibliographical Society of America was most effective and for five years, 1904-09, he was its president. Thus his professional life has been a bridge covering the period which connects the early founders with the eleven thousand and more who now are counted as members of the A. L. A. His quiet ways, his steadfastness of patient labor, his agreeable personality have made him to the older men and women one of the most beloved and respected within the calling.

THE quotation which we made from President Roden's West Baden address speaking of himself as a bystander with here and there a chance to lend a hand in the activities of the Association did not really represent his relations as President, for he has been one of the most active and efficient of the Presidents, but rather his relations in the decade in which he was reviewing before his accession to that honorable post. As was pointed out, the phrase, however, does raise the question of the relation of the president to the general administration of which he is

nominally the head. When the president is not a resident of the headquarters city as Mr. Roden was it is indeed difficult for him to function up to the full potentialities of the office but it is desirable as far as possible that the president should supply that outside or objective inspiration which would light up and lighten the routine work of the secretariat. The thought revives again the suggestion that the presidency might well be for two years, a sufficiently short term to enable the holder of that office to acquire experience in it, or, as an alternative, a return to the early habit of re-electing a president as Justin Winsor was re-elected in the early years of the Association. The scheme of making the retiring president a member for the ensuing year of the executive board had its merits in this direction. In facing the future of the Association at this time as to its later resources this may well be one of the problems for discussion.

LIBRARY ORGANIZATIONS

AMERICAN LIBRARY ASSOCIATION

A FEW reports received too late for inclusion in our last number are given here. In addition to these the Public Documents Round Table meeting was of interest and value and most of the papers will be printed in full in a later number.

PROFESSIONAL TRAINING SECTION

THE academic training of the librarian received the attention of the Professional Training Section which met May 2 at 2:30 p.m. with Henry B. Van Hoesen presiding.

The chairman surveyed library professional literature for definition and discussion of library work as a profession. Conclusions pointed to need of greater professional as against merely technical training, for providing thru academic training wider background essential to the ideal performance of library processes.

The program was planned to consider the questions: How, when and where should librarians secure academic training, and to undertake the systematic survey of the encyclopedia of learning to see why and how much the librarian should study in each field and which librarians should study which subjects.

Charles Elmer Gehlke, in presenting the first paper, "The Social Sciences in the Training of the Librarian," noted the logical dependence of librarianship—essentially a social and public service—upon the materials of the social sciences. Knowledge of at least the elementary aspects of these subjects is necessary for the development of a critical sense about these materials for purposes of selection, classification and cataloging, and for productive use in the many forms of library social work outlined by the speaker.

An analysis of reference question studies recently made by Miss Conner and by Dr. Charters evidence the growing demand of the public for enlightenment in the fields of the social sciences. Recognition of the librarian's need of social sciences is reflected in the pre-professional requirements found in catalogs of some schools of training for librarianship. A review of the courses offered by these schools indicates that while in some types of courses material from various fields of knowledge must appear, the course is designed for the training purely; the data are auxiliary to the technique.

In the next paper: "The Place of the Sciences in the Training of the Librarian," J. Christian Bay stated that but slight expression had been given the idea or philosophy supporting the practice and content of library science.

"To me, library science is the knowledge and skill by which printed or written records are recognized, collected, organized and utilized. Its purpose is to associate its results with existing needs and demands. Its idea is human enlightenment in an historical continuity. If these fundamental conceptions are clearly understood wherever librarianship is practiced, we would find our libraries better adjusted to the purposes for which they were created."

Librarians' failure to understand and apply these fundamental conceptions, their general unfamiliarity with scientific thought and language, and the scientists' ignorance of library science account for controversy between librarians and scientists in regard to cataloging, arrangement and use of library material in fields of science.

A possible solution for these problems suggests specialization thru continuing general education in library science by specialized studies without losing sight of general library science so essential to work in any library field.

The advantages accruing to librarianship thru the study of sciences include an increased ability to define the idea of the inquiry, to search for ideas behind practices, to acquire skill in correct observation and in interpretation, to employ exact forms of utterance, and to gain principles of scientific method.

In his paper "Language and Literature in the

Training of the Librarian," Rudolph H. Gjelsness said that the service of the modern library lies in the preservation and diffusion of the significant thought of all times, aiming at completeness of special collections and effective use of its resources.

The librarian's equipment for this service includes knowledge of the literature itself and the literature about the literature, *i.e.*, literary history. Mr. Gjelsness recommended a survey course to give a comparative view of the literatures of all the principal languages and to lay the basis for a comparative habit of mind and make for impartiality and restrained judgment in selection; and later, specialization in the individual literatures.

A survey of languages with note of their most important contributions to knowledge and of the national and international practice of adoption for specific needs formed the basis of determining the linguistic needs of the librarian. The conclusions drawn: greater specialization in the fields of language and literature will be required with the growth of special library collections. In determining basic requirements, two unrelated languages are preferable to two which are cognate. A program designed to provide ability in the principal key languages includes a considerable amount of work in Latin, French and German, some study of a Slavic language, preferably Russian, and a Semitic, preferably Arabic.

The general discussion led by Dr. Bishop emphasized these points: The library professton wants students possessing intellectual curiosity and who have specialization in some subject. The program of the average American university is criticized on the score of neglecting liberal education, and of thinking in terms of courses instead of knowledge. Specialists show a willingness to offer survey or orientation courses containing fairly complete knowledge of subjects. Honors courses now offered in a few colleges will lead the student to follow his own bent.

Dr. Williamson described the opportunities for specialization offered in the second year at Columbia University School of Library Service.

Frances H. Kelley was elected chairman, Martha Caroline Pritchard, vice-chairman, and Flora B. Roberts, secretary for the ensuing year.

MARIE M. HOSTETTER, *Secretary.*

CHILDREN'S LIBRARIANS' SECTION

NUMERICALLY not as large as at some conferences, it was yet felt that the Children's Librarians' Section held three very successful meetings at West Baden. The business meeting showed that much constructive work had been done during the year. The most progressive feature of this resulted in the out-going executive being authorized to enlarge and fill out a tentative program of activities to follow up its request to the Executive Board of the American Library Association for a Department of Work with Children at A. L. A. Headquarters.

Much interest was shown in the evening meeting. Two excellent papers were given on the subject of reading. Helen M. Reynolds, Public Library, Detroit, discussed "Boys and Girls: Their Summer Reading," while Jean C. Roos, head of the Stevenson Room for Young People, Public Library, Cleveland, followed with "New Books for Young People," printed in the July LIBRARY JOURNAL.

Before opening her talk on "Then and Now: Modern Tendencies in Children's Books," Anne Carroll Moore reminisced delightfully thru the years of her library experience. She told of meetings held thirty years ago, before the Children's Librarians' Section was formed, and of outstanding personalities who have made children's work what it is today. She paid especial tribute to the zeal, interest and generosity of Caroline Hewins, in whose memory the Caroline Hewins Memorial has been established. The first person to benefit by this award is Miss Jennie Lindquist, who goes to the Simmons Library School this fall.

Taking up the thread of her subject, Miss Moore discussed the publication of children's books. For the last five years, she said, children's books have been treated as books. There is much more variety in subject and treatment, better typography and general makeup. No country is doing such good work in this line as America. There are even books for girls of which none is better than *Downright Dencey*, from the heart of Indiana. The initial cost of production is great for the publisher, but the good artist or author invests his brain and soul in his work. It is the librarian's responsibility to keep worth while books in print and to preserve a mind of constructive criticism, not prejudice, towards new books.

The culmination of the meeting was the awarding of the John Newbery Medal to Dhan Gopal Mukerji for his story of the pigeon, *Gay-Neck*. In presenting the medal, Miss Porter said, "On behalf of the Children's Librarians' Section of the American Library Association, it gives me very real pleasure to present to you, Mr. Mukerji, the John Newbery Medal for your book, *Gay-Neck*, the most distinguished children's book of the year." In response, Mr. Mukerji expressed his deep gratitude to the Section for the bestowal of the medal which he looked upon as a certificate of graduation in the English language. He told of life

in India and his desire to interpret it to people of other lands. "India," he said, "has a great deal to learn from the West, but the West needs India. Let us mix Western science with Indian mysticism."

The joint meeting of the Children's Librarians' Section and the School Libraries Section was presided over by the joint chairmen, Annabel Porter, Public Library, Seattle, and Marion Lovis, Public Library, Detroit.

The following officers for 1928-1929 were elected: Chairman, Carrié E. Scott, Public Library, Indianapolis; vice-chairman, Eva G. Leslie, Public Library, Los Angeles; secretary, Mary Frances Cox, Carnegie Library, Atlanta; treasurer, Helen M. Reynolds, Public Library, Detroit. Nominations from the floor for the three members at large to act upon the Newbery Award Committee resulted in the election of Elisabeth Knapp, Detroit; Ruth Theobald, Montclair; Mary Wilkinson, Baltimore.

ELEANOR A. STANFIELD, *Secretary*

WORK WITH THE FOREIGN BORN ROUND TABLE

DUE TO the illness of the chairman, Edna Phillips, Margery Quigley of Montclair, N. J., presided at the meeting on June first. The attendance was about seventy-five. Miss Quigley reported that action on the petition for a Section on Work with the Foreign Born has been postponed.

"Tendencies Today in Some of the European Literatures," a talk by Ruth Cowgill, of the Detroit (Mich.) Public Library, dealt with six literatures—Italian, French, Spanish, German, Swedish, and Norwegian. It was supplemented by annotated lists of about a dozen books in each language, published in our June 15th issue. Italian literature has always been definitely influenced by the political experiences thru which that country has passed. Fascism already has begun to show its influence. Italy is a young civilization in an old environment—new sap running in an old tree. France is sophisticated and wise, perhaps the oldest civilization in Europe, if one counts age in terms of experience rather than years. Spain is the country of the individualist, a nation whose literature expresses the capacity for passion, the mysticism, and the humor, of its people. In Germany we find an immense fecundity. A great number of writers of creative power are publishing to-day. The terrific experiences of the war and its aftermath have generated thoughts and emotions which are being released, to some extent at least, thru its literature. In Scandinavia are three nations very distinct and highly differentiated. The speaker discussed two,—Sweden, peaceful, smiling with a rare tranquility in this day of turmoil, and Norway, sombre, tragic, reflecting the intensity of its emotions in its absorbing romances and novels.

"Standards and Tests in Evaluating Easy English Books for Adults," by Louis J. Bailey, State Library, Indianapolis, enumerated several standards which may be set down in evaluating books for the foreign adult reader. Primarily, the English should be good, and the vocabulary should be such that it will enrich that of the reader. Simplicity is essential. The language should be non-technical and yet not childish. Guard against juvenile titles for books recommended for adults. The foreign reader is easily hurt by such things. The information should be reliable, authoritative, up-to-date. The book must be vital, that is, it must deal with the essential facts of life, and catch the attention of the reader. The format of the book must be pleasing. The type should be fairly large and clear, and there should be some illustrations and maps.

Some of the subjects on which books are needed are history, both of the United States and of the countries of the immigrants' birth; descriptive books of all countries, including America; books about home life here and in other countries; textbooks of various kinds, if they do not smack too much of the school room.

Vera Morgan of the Indianapolis Public Library, discussing "Expanding the Small Library's Contact with new Americans," said that library work with the foreign born has had a well developed program for some time in the large centers where sizeable racial colonies have made it imperative. We are always interested in hearing about these activities because of the color and variety they add to a work-a-day world. But too often our interest has been in its remoteness from our every-day life rather than in its application to our library routine. The librarian's first approach must naturally be thru knowledge of the racial heritage and background of the people she expects to serve. Immigration studies, biographies of immigrants (especially autobiographies) travel books, geographies, literatures and histories, all have their place in the librarian's planned personal reading, and they should be followed by all the folklore and fiction translations that she can assemble. The next step is to explore her district for the physical relationships that can be used to develop a connection with library activities. A walk thru the neighborhood now will reveal far more than "shops and houses." She will find which streets belong to each nationality, which groceries cater to the Polish people and in which ones the Hungarian women assemble for a few minutes' gossip with their

neighbors during the afternoon rush. Churches, school halls, national halls and social clubs are not rivals of the library for the few leisure hours of the foreigner, but points of contact to know him at his best and to get his more immediate attention.

The most valuable publicity for foreign language readers must be direct contacts made outside the library. The first and most obvious point of contact is the night school, for these people are already studying English and desiring to know more about American life. On her first visit to the night school, the librarian should take applications and books. She should plan to arrive before the roll call so that she can get an idea of nationalities enrolled from the names.

Another contact that can be easily developed is made thru the school children. They come to the library for the first time with their school mates or as a result of class room talks in the public and parochial schools.

Then there are the social contacts. The priest or pastor is the recognized leader among them, and his co-operation will open many new doors to the librarian. Thru him, club and society leaders become known and friendships established. Another field for possible development is work with the Americanized young men and women. Many libraries have used folk tales and legendary hero tales as a basis for story hours with the younger children to give them the traditional background of their parents. With the young men and women, hero clubs, debating societies, drama clubs, and poetry circles can be made to serve the same end. The greatest handicap in this work is the lack of suitable printed material. Hero lists and bibliographies are badly needed and also bibliographies of folk poetry and a compilation of short dramatic material portraying folk ideals.

"Factors That Should Determine the Proportion of a Library's Book Fund to be Spent for Reading of the Foreign Born" were outlined by Eleanor E. Ledbetter, Public Library, Cleveland. The average community has about sixty per cent native born and forty per cent foreign born population. But the foreign born figures include children, those who may have had some education in America, and illiterates. So the actual foreigners who will expect to read foreign books approach only about twenty-five per cent. It is, therefore, extremely difficult to determine the exact proportion of the book fund which should be spent for foreign books. Under normal conditions, between ten and fifteen per cent should be set aside for foreign books.

There are other considerations. Foreign books are cheaper, therefore, more books can be obtained for the money. How many languages are needed, and how many readers in each? If only one language is needed, the proposition is a simple one; if several are needed, the proportion of readers for each must be estimated. The extent of the available and suitable literature in each language is an added factor for consideration. The aim should always be to buy only what will have a reasonable amount of use. If the foreign language group is too small to furnish such use, the state library commission should be called upon to supply as loans books from its collection.

Mrs. Ledbetter has been honored with membership in the ancient Polish order of "Haller's Swords," in recognition of her contribution to Polish education in America.

It was recommended that the League of Library Commissions take some official action in regard to the handling of books for foreigners. It was further pointed out that a specialist in work with the foreign born is needed at A. L. A. headquarters, to answer questions and prepare and distribute lists of books and materials. At present, the Chairman acts as a clearing house for questions, but this work should be centralized, along with all other work which has to do with books, people and libraries.

LEO R. ETZKORN, *Acting Secretary.*

AMERICAN ASSOCIATION OF LAW LIBRARIES

OFFICERS elected at the West Baden conference are: President, Frederick W. Schenk, law librarian, University of Chicago; vice-presidents, Percy A. Hogan, law librarian, University of Missouri, and Alice M. Magee, Louisiana State Library; secretary, Lucile Vernon, Association of the Bar, New York City; executive committee: John T. Fitzpatrick, law librarian, New York State Library, Albany; F. D. Clapp, librarian, Minneapolis Bar Association; Olive C. Lathrop, librarian, Detroit Bar Association; Howard L. Stebbins, librarian, Social Law Library, Boston.

SPECIAL LIBRARIES ASSOCIATION

OFFICERS for the current year were elected by the Special Libraries Association at its Washington meeting as follows: President, Francis E. Cady, librarian of the Nela Research Library, Cleveland (re-elected); vice-presidents, Ethel Cleland, of the Indianapolis Public Library; Angus Fletcher, of the British Library of Information, New York; secretary, Marion Reynolds, Chicago; treasurer, Miss Eva Baxter, American Bankers' Association, New York; executive board members, Miss E. Cullen, Bureau of Railway Economics, Washington, and Joseph F. Kwapil, of the Philadelphia *Public Ledger.*

CURRENT LITERATURE AND BIBLIOGRAPHY

Bibliography, Practical, Enumerative and Historical, by Henry B. Van Hoesen, assistant librarian of Princeton University, and Frank Kellar Walter, librarian of the University of Minnesota, has just been published by Scribner. A review by Andrew Keogh, Yale University librarian, will be published later. (532p. illus. cloth $7.50.)

THREE librarians have contributed to recent publications in the A. L. A. "Reading with a Purpose" series: Arthur E. Bostwick, *Pivotal Figures of Science;* Sydney B. Mitchell, *Adventures in Flower Gardening;* and Virginia C. Bacon, *Good English;* while George H. Locke is preparing the course announced with the title *English History.*

A REPRINT of George Schneider's *Handbuch der Bibliographie* published in 1923 is now ready for distribution. The author, who is an Oberbibliothekar in the Prussian State Library, in the first part discusses bibliography from a theoretical and historical standpoint, and the second is an annotated enumeration of bibliographies and related works. (Leipzig: Karl W. Hiersemann. 544p. Cloth. RM.16.)

TO meet "the need for a formulation of the function which the library has in the high school to-day" and not to add one more to the number of books on the high-school library written by authors in the field, stressing for the most part the technical or experimental side of library work, Hannah Logasa has written *The High School Library: Its Function in Education*, which will be reviewed in a later number of the LIBRARY JOURNAL (Appleton, 283p. $1.75.)

SCRIPPS College at Claremont, Calif., publishes in its April *Bulletin* on "Pre-Collegiate Reading" a notably well-selected list of books recommended to girls preparing for entrance to the college, with chief emphasis on history. It is preceded by a sound and well-written essay on the value of home reading, which concludes, "Scripps having definitely undertaken the creation of a liberal education cannot do less than call attention to the type of endowment with which it hopes its future students may enter its doors."

AVOIDANCE of narrow specialization and more general stimulation by professors and instructors of the college student's lagging desire to do wide library reading are the two chief tenets of "A College Librarian's Philosophy of Education" as set forth by Ada J. English of the New Jersey College for Women in *School and Society* for June 9 (p. 671-673). At present, says Mrs. English, newspapers and Sunday supplements, magazines, college periodicals, sport bulletins, an occasional best-seller and prescribed reading make up the sum total of most college reading.

MORE than 65,000 works of 315 publishers or practically the entire Italian book production to the end of 1925 are listed in the *Catalogo dei Cataloghi del Libro Italiano 1926*, announced by the Società Generale delle Messaggerie Italiane at 11 Via Millazzo, Bologna, for L.250. A "systematical index" of 910 two-column pages divides the output into twenty-eight sections, headed by Italian literature with 38 divisions and about 18,000 titles. This is followed by a first alphabetical index of authors, editors and translators and a second (subject) alphabetical index which refers each entry back to its classified section.

FROM its strikingly atmospheric cover to the directory of branches and stations on the last page the fifteen-page annual report of the Seattle (Wash.) Public Library for 1927 is a model of what an interesting and unhackneyed report should be. The pamphlet opens naturally in the hand to a statement of the need for a new building, illustrated with a brief table showing the growth of the Library's activities in twenty years, an airplane view of the present central library building and grounds, and a sketch showing the building with the proposed addition. "News Items of the Year" and a list of the A. L. A. "Reading With a Purpose" series are other noteworthy features.

JOHN ADAMS LOWE'S *Public Library Administration* of which the definitive edition has just been published by the A. L. A. "is primarily intended as a basic text-book for library school use in the instruction of students of college grade who are preparing themselves for the executive position of librarian. It will also be found useful by those persons who are trying to discover for themselves the elementary principles of the administration of a public library." This work which is one of the texts issued in the series of A. L. A. curriculum studies made in co-operation with the University of Chicago will be reviewed in a later number of the LIBRARY JOURNAL. (Cloth. 175p. $2.)

IN the second *School Library Yearbook* (A.L.A., pap., 189p., $1.65), the same general arrangement is followed as in the first. It includes School Library Progress, 1927; Administration of School Libraries, with a leading

article on "Educational Developments and the School Library," by Dr. William F. Russell, dean of Teachers College, Columbia University; and the directory of school librarians who are members of the A. L. A. Other features are the Score Card, already tested by the North Central Association of Secondary Schools, a simple statement of school library procedure; standards for school librarianship, and activities especially suited to elementary work.

Anniversaries and Holidays, by Mary Emogene Hazeltine, principal of the University of Wisconsin Library School aims "to bring together in calendar order the leading holidays, holy days and seasonal days of the world, together with the birthdays of great men and women and some important events; in other words . . . to express the calendar in terms of human and world relationship." A generous number of references to material that will help in the observance of these days—in library, school, and elsewhere—collected and classified should prove a boon to those charged with the organization of anniversary programs. The book is based on Miss Hazeltine's 122-page booklet with the same title published by the Wisconsin Free Library Commission in 1909 but is entirely rewritten for publication by the A. L. A. (288p. Cloth $6. Review later.)

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University and library school graduate with eight years' experience in university and college libraries wishes position in September or October. Reference work preferred. Salary $2,400. E. M. 14

Young woman with college degree, library school degree, and several years of experience in college library cataloging, desires cataloging or reference position in college library. W. F. C. 14.

Young woman with college education, library school training, and nine years' experience in public library work wishes position as head of a small library. B. L. 14

College graduate with library training and eighteen years' library experience, five as head of circulating department in large college library, desires administrative position in college or public library. C. F. 14.

University and library school graduate, with twelve years' experience (six executive), desires position on West coast. Administrative or reference work preferred. O. M. 14.

Librarian with three years of experience, A.B. degree, and library science course, desires library position, preferably a technical or school library. Y. C. 14.

Young man, library school graduate, with public library experience, wants a change. T. Z. 14.

Assistant librarian and cataloger, experienced, accurate, now disengaged. Temporary relief, if desired. G. L. 14.

Wanted, by September 1, high school librarian and reference librarian in Middle Western city. Salary $1800. S. E. 14.

Wanted: trained children's librarian, with experience, to organize a children's department in a city of 1,700 in South Eastern Michigan. Salary $1500-$2000 according to qualifications. D. M. 14.

Assistant for children's department wanted by the Lakewood (Ohio) Public Library. Either training or experience in children's work required. Opportunity for work in schools and general children's work in a well organized department.

Wanted, librarian for Junior High School, Lakewood, Ohio. Requirements: college degree, library training, interest in and knowledge of seventh, eighth and ninth grade literature.

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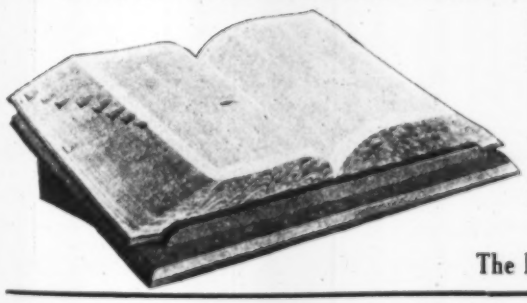

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AMONG LIBRARIANS

Effie Abraham, 1921 Illinois, has resigned her position in the catalog department of the Indianapolis Public Library to become head of the catalog department in the Toledo (Ohio) Public Library.

Inez Bowler, 1918 Simmons, appointed librarian of the School of Forestry, University of Michigan.

Marguerite Campbell, 1917 Simmons, appointed head of the Biological Library of the University of Chicago.

Donald Coney, librarian of the University of Delaware, appointed assistant librarian of the University of North Carolina.

Ruby E. Cundiff, formerly acting librarian of Earlham College, appointed instructor in cataloging at the Syracuse University Library School, upon completion of the M.S. course at the Columbia University School of Library Service.

Mrs. Margaret Wood Emerson, 1917 Simmons, is to be children's librarian of the Norfolk House Center Library, Roxbury, her duties to begin in September.

Helen Geddes, 1907 Simmons, appointed head cataloger at Bryn Mawr College for the coming year.

Lois Gibson, 1926 Simmons, has been appointed librarian of the Winchester (Mass.) High School.

George Abiah Hibbard, assistant librarian and for several years editor of the *Bulletin* of the Grosvenor Library, Buffalo, died early in July, aged 70. Mr. Hibbard was a member of the New York bar and had published several books of short stories including *Iduna*, *The Governor*, and *Nowadays*.

Hazel Hutchins, 1920 Simmons, who has been for some time in the American Library in Paris, has been appointed librarian of Bradford Academy, Bradford, Mass.

Jessie P. Jenks, 1921 Illinois, reference assistant in the University of Illinois Library, has resigned in order to become librarian of the Illinois College at Jacksonville.

Avis Miller Pillsbury, for the past year instructor at the Library School of McGill University at Montreal, elected librarian of the Millicent Library, Fairhaven, Mass. Miss Pillsbury was formerly assistant librarian at Bangor, Maine, and a member of the faculty of the Library School of Illinois.

Louis Felix Ranlett, for two years librarian of the Millicent Library in Fairhaven, Mass., appointed chief of the Boston Public Library order department, succeeding Miss T. E. Macurdy, retired. Mr. Ranlett was for some years an associate editor of *The Youth's Companion* and before appointment to Fairhaven had been in the editorial library of that publication. He is author of *Let's Go*, a war novel published last fall by Houghton, Mifflin.

Charlotte Ryan, 1916-17 Illinois, legislative reference librarian, State Library, Austin, Texas, has resigned to become librarian of the Public Library, Jacksonville, Ill.

Esther Wiltsie, 1925 Simmons, appointed assistant librarian, Cortland (N. Y.) State Normal School.

Robert W. G. Vail, 1915 New York Public Library, since 1921 librarian of the Roosevelt Memorial Association, has returned to the Reference Department of the New York Public Library.

Eleanor W. Welch, M.S. Columbia 1923, returns in the fall to the librarianship of State Teachers College, Stevens Point, Wis.

Marguerite R. Wetmore, for eighteen years custodian of the Foreign Department of the Providence Public Library, has resigned and was on July 16 succeeded by Ruth Cowgill, 1911 Pratt, head of the Foreign Division of the Detroit Public Library.

Honorary degrees have been recently conferred upon four leading librarians: Linda A. Eastman received the degree of doctor of laws from Western Reserve; W. W. Bishop from Oberlin; and Andrew Keogh from the University of Michigan; while Northwestern University conferred the degree of master of arts upon Carl B. Roden.

GRADUATES OF 1928

COLUMBIA UNIVERSITY SCHOOL OF LIBRARY SERVICE

Appointments of members of the B.S. class of the Columbia University School of Library Service made since those announced June 15th are: Faye A. Collicott, librarian of the Junior High School, White Plains, N. Y.; Catherine V. Condon returns to the Public Library at Des Moines, Iowa; Sarah C. Currell, librarian of the Engineering Departmental Library, University of Tennessee, Knoxville; Helen R. Davis, assistant in the Circulation De-

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partment, New York Public Library; Hjördis Eriksen, assistant, catalog department, Yale University Library, New Haven, Conn.; Florence K. Ferner, junior librarian, U. S. Department of State, Washington; John A. Gault and George V. Marais, temporary assistants, New York Public Library; Anna R. Guss, Junior High School librarian, Dayton, Ohio, Public Library; Madge M. Irwin, school librarian, South Pasadena, Calif.; Elizabeth A. Sloan, assistant to the librarian, Vassar College, Poughkeepsie, N. Y.; Ralph A. Ulveling, extension librarian, Public Library, Detroit, Mich.

UNIVERSITY OF CALIFORNIA

Esther Frances Bickmore, assistant, City Free Library, Sacramento; Ellen Josephine Cornish, assistant, reference department, University of California Library, Berkeley; Viva MacArthur Drew, librarian, John Swett Junior High School Library, San Francisco; Margaret Agnes Hamilton, children's librarian, Richmond (Calif.) Public Library; Ida Catherine Hilbers, assistant, North Berkeley Branch, Berkeley (Calif.) Public Library; Aileen Jaffa Katzky, assistant, Agricultural Reference Room, University of California Library; Dorothy Elizabeth Kelly, assistant, City Free Library, Sacramento; Margaret Stonecipher McCandless, librarian, Humboldt High School Library, St. Paul, Minn.; Margaret Sylvia Mount, assistant, St. Paul Public Library, St. Paul, Minn.; Ruth Elizabeth Richards and Edla Elina Romander, assistants, State Teachers' College Library, San Francisco; Bertha Clara Simms, assistant, Stanislaus County Free Library, Modesto, Calif.; Grace May Smith, assistant, accessions department, University of California Library; Olive Fay Smith, assistant, reference department, University of California Library; Ivalu Delpha Stevens, in charge of order department, Mills College Library, Mills College P. O., Calif.; Margaret Walling Thompson, librarian, Dawney Union High School Library, Dawney, Calif.

SIMMONS COLLEGE SCHOOL OF LIBRARY SCIENCE

Dorothy May Abbott, returns to the Providence Public Library; Kathryn V. Albertson, branch assistant, Minneapolis Public Library; Hester Ann Bradbury, assistant, Marine Biological Laboratory, Woods Hole, Mass.; Mildred F. Chase, returns to the Providence Public Library; Ethel Almont Childs, librarian, Portsmouth (N. H.) High School; Margaret Crane, cataloger, New Jersey College for Women, New Brunswick, N. J.; Josephine Elizabeth DiBona, children's work in the Lakewood (Ohio) Public Library; Dorothy B. Eaton, reference and circulation assistant, Connecticut College for Women, New London; Gladys I. Eldridge, general assistant, Bangor (Me.) Public Library; Fava E. Goan, reference and loan assistant, University of Indiana Library, Bloomington; Ruth A. Haley, cataloger, Haverford College Library, Haverford, Pa.; Frieda A. Hinrichs, cataloger, Iowa State College Library, Ames, Iowa; Helena L. Kellogg, assistant librarian, Emma Willard School, Troy, N. Y.; Norma Dandridge Lambert, assistant, Virginia State Library, Richmond, Va.; Constance B. Lapworth, children's assistant, Brooklyn Public Library; Mary Theresa McAnarney, librarian, Woonsocket (R. I.) High School; Benida Madill, general assistant, Hackley Public Library, Muskegon, Mich.; Marion Abia Miller, assistant, Potsdam State Normal School, Potsdam, N. Y.; Sarah J. Painter, librarian, Fairview Junior High School, Fairview, Ohio; Edith G. Plumer, children's work, Bridgeport (Conn.) Public Library; Mildred L. Saunders, assistant, Dartmouth College Library, Hanover, N. H.; Mildred Theresa Stearns, children's librarian, Rochester (N. Y.) Public Library; Katharine Martin Stokes, assistant librarian, Ludington Memorial Library, Bryn Mawr, Pa.; Dorothy E. Wents, children's assistant, Brooklyn Public Library.

UNIVERSITY OF WASHINGTON LIBRARY SCHOOL

Eleanor Sue Anderson, children's work, Portland (Ore.) Library Association; Katherine E. Anderson, secretary to Dean of the University of Washington Library School, Seattle; Hortense Binderup, Ventura County Library, Ventura, Calif.; Alethea S. Bleecker, Oregon State College, Corvallis, Ore.; Ila May Burdic, Public Library, Missoula, Mont.; Catherine E. Dorris, Seattle Public Library; Hazel E. Friderici, Public Library, Everett, Wash.; Mrs. Lena A. Hartge, catalog division, University of Washington Library, Seattle; Katherine Hughes and Iris Johnston, Seattle Public Library; Loeta Lois Johns, acquisition division, University of Washington Library; Eloise Ruth Johnson, circulation department, New York Public Library; George H. Kittell, reference department, University of Washington Library; Patricia Martincevic, children's department, Seattle Public Library; Helen M. O'Connor, branch dept., Tacoma (Wash.) Public Library; Irene Patjens, Deschutes County Library, Bend, Ore.; Gertrude Putnam, Public Library, Everett, Wash.; Franc Robbins, circulation department, University of Washington Library; Margaret E. Savage, stations division, Seattle Public Library; Grace A. Shirk and Marjorie Sing, circulation department, Seattle Public Library; Bessie H. Stone, High School Library, Seattle Public Schools. Lenna G. Davis (1923) has purchased a lending library in Seattle, The Viking Book Shop.

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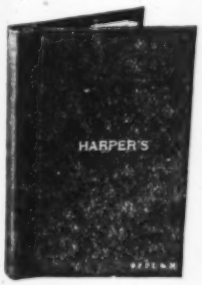

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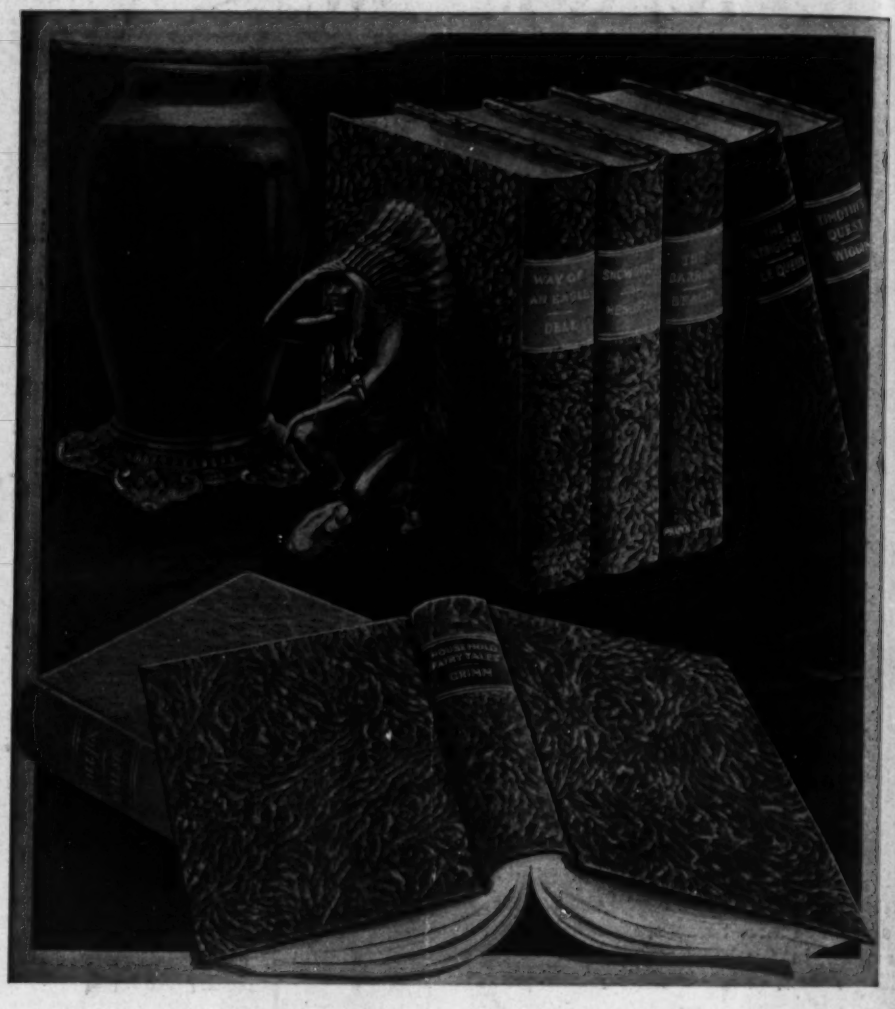

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